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BIENNIAL REPORT
OF THE
TERRITORIAL SUPERINTENDENT
OF
COMMON SCHOOLS,
FOR THE YEARS 1874-5,
WITH
HISTORICAL SKETCH OF EDUCATION IN UTAH,
AND
THE NEW SCHOOL LAW.

DAVID O. CALDER, PUBLIC PRINTER.

SALT LAKE CITY:

PRINTED AT THE DESERET NEWS STEAM PRINTING ESTABLISHMENT.

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OFFICE OF THE TERRITORIAL
SUPERINTENDENT OF COMMON SCHOOLS,
SALT LAKE CITY, UTAH,
January 10th, 1876.

To the Honorable, the Legislative Assembly:

GENTLEMEN:—I have the honor to submit to your honorable body, the Biennial Report of the Territorial Superintendent of Common Schools, for the years ending first Monday of November, 1874-5.

I remain, very respectfully,
Your obedient Servant,

O. H. RIGGS,
Ter. Supt. of Common Schools.

BIENNIAL REPORT
OF THE
TERRITORIAL SUPERINTENDENT
OF
COMMON SCHOOLS.

The vacancy in the office of Territorial Superintendent of Common Schools, caused by the death of the Hon. Robert L. Campbell, was filled by the Governor's appointment. I was appointed, by his Excellency Governor George L. Woods, to fill this office, and received my commission on the twenty-second day of April, A. D. 1874. Since that time I have endeavored to discharge the duties of the office according to law, and for the best interests of the Common Schools of the Territory.

REPORT.

I am happy to report that the educational effort of the Territory, during the last two years, has been attended with gratifying results. There has been an increased activity in the employment of means and agencies to supply the common schools with competent teachers; and those to whom the

administration of school affairs has been intrusted, have generally been diligent in the performance of their duties.

STATISTICS.

For the school year ending November, 1875, the reported school population numbers 35,696, which is an increase of 2,399 over the school population of last year, and 7,973 over that of the year before. Of the 35,696 children, 19,278 or 54 per cent. are found enrolled in the school schedules. This enrollment in the common schools, increased by 3,542 or 10 per cent. enrolled in the Private, Select and Mission schools, gives a total enrollment of 22,820 pupils, or 64 per cent. of the school population.

This is the highest per centage of enrollment ever secured in this Territory, which doubtless would have been much higher if admittance into the schools could have been gained. There are 296 schools, into which, if the entire school population was admitted, would be an average of about 130 each, in school-houses that are not calculated to accommodate an average of more than 65 pupils, the 54 per cent. in the majority of cases making the schools entirely too crowded. The result of this over-crowding is, that many drop out, which, with lack of comfort in the seats, and other causes, brings the average attendance down to 13,462 being 5,816 less than the enrollment. This 13,462 or 38 per cent. average daily attendance in the common schools, increased by 2,437 or 7 per cent. average daily attendance in the Private, Select and Mission schools, gives a total average daily attendance of 15,899 pupils or 45 per cent. of the school population.

The \$15,000 territorial appropriation added to \$20,267.28 local tax, and increased by \$95,532.70 amount paid in tuition fees, gives a total of \$130,799.98, paid to teachers; and this amount, increased by about \$3,450 paid to Superintendents for services, and \$49,568.87, amount of building funds raised, gives a total expenditure of \$183,818.85, to the common schools of the Territory, which, still increased by \$50,345, salaries paid in the Private, Select and Mission schools, gives a total expenditure for educational purposes of \$234,163.85 in the

Territory. The value of the school property, possessed by the trustees of the common schools, is \$438,665, which, increased by \$72,850, the value of school property in the Private, Select and Mission schools, gives a total of \$511,515 value of all school property in the Territory. The average time schools have been taught in the 236 districts is 7 months, and in the other schools 10 months.

OUR COMMON SCHOOLS.

Our Common Schools are the nurseries of the public mind; in them characters are formed, and eternal destinies determined. Parents are awakening to the fact that they can bequeath to their children no legacy equal to a good education, and are becoming more interested in the subject. While higher education is desirable, yet it is true that, in our metamorphic infancy, a majority of the people are more in sympathy with the common schools of the Territory. In them can be secured a good common English education, which is often the basis of the success of the man; in them can be laid the foundation of higher education. He who thoroughly masters the branches taught therein is well prepared to act his part in life.

SCHOOL HOUSES.

The erection of school houses in this Territory is a matter of great importance. Several have been erected during the past two years that reflect much credit on the trustees, but others have been built, at great expense, apparently without an object or design. More attention should be paid to school architecture, and to the providing of furniture adapted to the children's comfort, also to the temperature, proper ventilation, and especially to the capacity of the buildings. In some districts, containing a school population numbering three or four hundred children, heavy taxes have been assessed and collected and very substantial houses built that will not admit more than one hundred and fifty at their utmost capacity. The same means would have erected school houses of six or eight

rooms each in those districts, that would admit every child to the department fitted to its age and advancement. The cities, towns, villages, and settlements of our Territory are well adapted for the establishment of the system of graded schools. Places that now have two, three, four or five small school houses, and as many mixed schools in which but little comparatively can be accomplished, should have but one large commodious public school house in a central location, and containing a sufficient number of rooms that all the children of the place could be admitted into the grades for which they are qualified. I, therefore, earnestly recommend the adoption of this system throughout the Territory, wherever consistent with the school population, not only as a matter of accommodation to all the children, and a security to their much more rapid advancement, but also as a matter of economy. This system is conducive of emulation. Each pupil is desirous of reaching a higher grade, and to accomplish this he must pass an examination, as promotion can only be secured on true merit. By the adoption of this system, our entire school population could be instructed in the graded schools at but little more expense than we now have to educate forty-five per cent.

THE TEACHER.

The position of a teacher is one of great importance. It is impossible to attach too much weight to high qualifications and skill in him who is to train and educate the young. To him is committed the pure and plastic mind, fresh from the bosom of eternity, with all the latent qualities that pertain to immortality. When he brings into operation all those faculties with which the mind of the child is endowed, and inspires by his enthusiasm their young hearts with a love of learning, and a reverence for the truths of science, he wakes to action the energies of a living soul, he tunes an instrument strung by the hand of the Creator, that will never cease to yield harmonious sounds. He disciplines and trains for usefulness in life those who come under his charge. A philosopher has well said: "Without development, the mind of man is but a blank, a waste without beauty and without use. But when the hand of

culture is laid upon it, it praises alike the handiwork of the Creator and the developments it receives from him who trains it."

The great thing in school education is not merely to teach the pupil how to use the printed page, but rather how most efficiently and wisely to use himself, physically, mentally, socially, and morally. There are other influences besides those which beam from the text books that go to make up the sum and substance of human character. Says the eloquent Dr. Huntington: "Into that wonderful human stock of whose nature I speak, there enter by influences as concealed, as mysterious, yet as conformable to the divine regularity of the causes in God's economy, not only the blended contributions of all elements in earth, and sea, and air, but the spiritual forces of a living Guide. And the educated man is meant to be not a subject of philosophic climates or geographic sections, but the incarnation of an illimitable humanity, with all the universe in his leaping pulses, with life eternal in the organs of his liberal and believing soul." The teacher is preparing those around him for the great work of their lives; he is brightening up the weapons with which they shall fight great battles and achieve noble victories. The school room is not a battle field, save for the good contentions of intellect, where mind against mind shall flash out the bright thoughts of cultured genius. The teacher does not take his place in the school room as an executioner, nor to break or crush out the spirits of the "wild boys" placed under his charge, but rather to instill into them a pride of character, self-respect, politeness and chastity and a reverence for truth and honesty. The work of the teacher is a grand and glorious one—nothing less than the development of minds that shall make the world better and sweeter by their presence, the preparation of the youth of our Territory for the great conflicts of their future lives. The mind of the pupil is in his keeping, that he may culture it, and foster it, and develop it—a flower to bud and bloom and blossom under his care, till, in the beauty of its development, its fragrance permeates the air around, and spreads a high and holy influence to the outermost circles, blessing him and his work, or hangs on the stem a lifeless,

withered thing, devoid of both beauty and fragrance, a monument of his indiscretion, inability, or want of heart. An ignorant, unskilled teacher may both misform and misinform the mind, injure the sensibilities, and dwarf the character of the child, and thus sap the very foundation of his usefulness and happiness.

NORMAL TRAINING.

Are we supplied with teachers in this Territory, who understand the faculties of which the mind is composed, and the order of their development? Those who comprehend the plastic natures of the children placed under their charge, out of whom useful men and women are to be molded?

Nearly all the County Superintendents say: "Although the standard of our teachers has been raised very materially, by the introduction of examinations, still, our principal want is qualified teachers." With but few exceptions, our teachers are ill qualified to occupy the responsible position.

If our children are to be educated, the teachers must be adequately prepared for the work. Our schools can be made a more potent means for the development of a broad and symmetrical character. This high order of teaching and training demands superior intelligence, skill and devotion. It demands that there should be higher and clearer conceptions of the nature, means and ends of education than are entertained by the great mass of those who teach in our Territory. These conceptions, this skill and devotion, are not acquired by accident. They must be the result, to a great extent, of special study and preparation. They must be developed in the Normal School, set apart for this special purpose. A Normal Department was established in connection with the University of Deseret, on the 23d day of last August, for the special training of such students as design to teach in our common schools. Since that time, this department has been in successful operation, with an average daily attendance of about thirty students, who are doing excellent work. These students are represented from ten counties, and have entered this department for a *one year's course*. This institution was

established to continue one year, and is supported by appropriations made by the various County Courts. In order to meet the great demand for qualified teachers throughout the Territory, a permanent Chair of Education should be established in the University of Deseret by legislative enactment. It is a matter of great importance to every State and Territory, that its teachers be residents, if for no other cause than that the salaries paid them for services may be expended in the community for its development. I, therefore, earnestly recommend that the Legislature establish this permanent Chair of Education, that we may have in our common schools good qualified teachers of our own home talent and manufacture.

The following course of instruction, for the Normal Department of the University of Deseret, was adopted for the present year :

FIRST SEMESTER.

First Term.—Theory and Practice of Teaching; Arithmetic; Grammar; Political Economy; Zoology; Orthography.

Second Term.—Theory and Practice of Teaching, continued; Arithmetic, completed; Grammar, completed; Mental Philosophy; Physiology; Orthography, completed.

SECOND SEMESTER.

First Term.—Theory and Practice of Teaching; Reading; Geography; Civil Government; Rhetoric; Penmanship.

Second Term.—Theory and Practice of Teaching, continued; Elocution; Geography, completed; Civil Government, completed; U. S. History; Penmanship, completed.

COUNTY SUPERINTENDENTS AND TRUSTEES.

The County Superintendents have generally been very active in discharging the duties of their office, especially when it is considered that, in some instances, they receive no remuneration for their time and services rendered, and in others but a very meager sum. I respectfully recommend the County Courts to be more liberal in their appropriations for the support

of these officers, that they may be able to devote more of their time in visiting the schools and advising with the teachers. A Teacher's Institute should be established in each county, presided over by the County Superintendent, for the special benefit of teachers and trustees. It is of frequent occurrence that trustees fail to secure the teacher's quarterly reports, and in some cases no annual report is forwarded to the County Superintendent; the result of this negligence is, that such districts forfeit their portion of the public funds, thus making the district suffer for the negligence of the trustees. I respectfully recommend that the legislature, by enactment, authorize the County Superintendents to enter proceedings against delinquent trustees on their bonds for the non-performance of duty.

LABORS OF THE SUPERINTENDENT.

Soon after his appointment to the office of Territorial Superintendent of Common Schools, he issued a circular, which was placed into the hands of every school officer and the County Courts of the Territory. In this circular the attention of the County Courts was called to that portion of the school law that requires them, in their respective counties, to appoint, where not already done, a board of examination, to judge of the qualification of school teachers applying for schools. And the attention of the trustees was drawn to the necessity of their employing only those teachers who hold certificates of qualification, and to the necessity of their having a good school at least three months in each year, to entitle them to draw their share of the public moneys. The County Boards of Examination were recommended to hold public examinations of teachers, and that they be conducted principally by manuscript, that uniformity and expedition might be secured. Previous to this movement but little attention was paid to the examination of teachers, and but few counties had Boards of Examination. Hence this circular of information to the above named authorities that they might be more vigilant in complying with the requirements of the law. As a result, the superintendent's most sanguine expectations were surpassed.

County Courts, that had not appointed Boards of Examination, immediately proceeded to comply with this requirement, and public examinations were held in every county, and suitable certificates issued to those who were qualified. It has aroused the teachers from a degree of lethargy, and planted within them a desire to become more efficient in the art of instruction. He was elected by the County Superintendents and leading teachers, a delegate from Utah to the National Educational Association held in Detroit, Michigan, on the 4th, 5th, and 6th of August, 1874, before which Association the educational interests of the Territory were briefly represented. While on this educational tour he visited some of the best regulated graded schools in the United States, and gathered some very valuable information.

In connection with the Utah Educational Bureau, he has compiled and had printed, in pamphlet form, the school laws of the Territory, and placed copies into the hands of all the school officers of the Territory, free of expense. He held a Territorial Normal Institute for a two weeks term in the University of Deseret building, at which one hundred and thirty-seven teachers from different parts of the Territory were present. He has established a Normal Department in the University of Deseret, which proposes a one year's course of normal training for students from the various counties, whose tuition is paid by appropriations made by the County Courts. He has visited nearly every district in twelve counties, inspecting schools and school property, ascertaining the public educational sentiment and status of the Territory, and delivering lectures on educational subjects, and devoting his whole time to the duties of the office.

TERRITORIAL NORMAL INSTITUTE.

In August last, the teachers of the Territory were called together to devote a two weeks' session in the capacity of a Normal Institute. Through the management, the members secured special railroad fare at half the usual rates. One hundred and thirty-seven members, nearly all active teachers,

were enrolled, represented from eleven counties. A lively interest was exhibited, and a season of much benefit enjoyed. Nothing, perhaps, connected with our common schools, so much defeats the purpose for which they have been established, as the inability of teachers, in general, to impart knowledge pleasantly and impressively. The design of the Normal Institute was to give to the teachers of the Territory a series of lessons, imparting a knowledge of the best methods of instruction.

The course included the entire curriculum of common school studies. The instructive talent for the occasion was made up from the best in the Territory, whose services were gratuitous. The institution was conducted by Dr. John R. Park, Prest. of the University of Deseret, who was assisted by Prof. Karl G. Maeser, who delivered lectures on "Theory and Practice of Teaching," "Natural History and Science" and "Industrial Drawing." Prof. J. M. Coyner on "Arithmetic," "Civil Government and Physiology." Prof. W. H. Rager "Reading and Elocution." Miss Josephine Cole "Geography." Dr. J. R. Park "Grammar." Miss Delia Snow "Spelling" and "Oral Grammar." Miss Mary A. Stulfouth "Object Lessons," Prof. J. L. Rawlins "Elocution," and Prof. F. M. Bishop "Writing."

TEXT BOOKS.

The multiplicity of text books in this Territory is really marvelous. Thousands of dollars are annually thrown away in the purchase of different kinds of text books to satisfy the notions and whims of some of our teachers. There should be a protection against such useless expenditure. I respectfully recommend that the Territorial and County Superintendents not only have power to decide what text books shall be used in the schools, as the law now stands, but that the *use* of such text books be exclusive and mandatory in all the common schools of the Territory, and a condition for receiving by each district any portion of the public school moneys; also, that no text book so adopted be changed within a period of five years without sufficient cause.

NATIONAL WEALTH.

From the report of the Commissioner of Education, 1872 :

“The wealth and income of the nation is but the aggregate of the wealth and income of all its members. If a man adds to his private capital or to his power of production, the capital and income of the State are increased to that extent. If he loses or extinguishes any part of his fortune or fails to earn, the same loss falls on the commonwealth. Individual wealth collectively is public wealth ; personal impoverishment is public poverty. The total financial, physical, and mental power of a community is no more nor less than the sum of its elements. The body-politic has then an interest in everything that tends to increase the productive power of the people. As education has this effect by sharpening the perceptive and strengthening the reasoning faculties, as it sets people to observing and thinking, and thereby enlists the quickened and energized mind as a co-operator and aid to muscular action, and enlarges men's capacity for creating value, so it is both the interest and the duty of the Government to see that none be allowed to enter the responsible period of life without this means of doing the best for himself and for the State.”

GOVERNMENT AID TO SCHOOLS.

Nearly all the States have large school funds derived from the munificent grants of land from the national domain. By means of these funds and the addition of a light State tax, they are enabled to sustain free schools from three to ten months in the year. Utah has improvised and sustained our present school system for the past fourteen years with an average school term of six and two-third months per year for the whole time, there being not less than fifty per cent. of the school population enrolled in the school schedules in any one year, without one dollar from the General Government or an acre of land. During the past year, 1,698 acres of our Utah land have been given away to build Agricultural Colleges in

the old and wealthy States, while not an acre or a dollar comes to benefit us in the days of our infancy and poverty, when we most need it. As an offset against the land sold for Agricultural College Scrip, we are baited with the bland assurance that when we have become richer and stronger, then Government will shower its benefactions upon us by extending to us the privileges of a State government, with the use of the sixteenth and thirty-sixth sections of land for the public schools. The Hon. Cornelius Hedges, Superintendent of Public Instruction for the Territory of Montana, in his Biennial Report of 1872-3, says:

“It seems to us a great and manifest wrong that the Territories, while held as subject provinces under the absolute sway of Congress, and during the years when those settling in the Territories are doing so large a share of their work for the benefit of the General Government and future generations, and are molding the institutions and rearing a generation to administer the affairs of the future States, should be worse neglected in the matter of education than ever after. The Government assumes to be our guardian during our metamorphic infancy, and treat us as wards in most things; but while thus nominally fitting us to bear the responsibility of independent government, it totally neglects our educational interests, as if unimportant for the destiny that awaits us. The generation that is to lay the foundation of the future State of Montana and determine largely its character, is now in our public school, receiving about three month's instruction per annum, by such random and indifferent teachers as disappointment in some other object has diverted to the temporary business of teaching. Is the General Government discharging the trust that it has assumed, wisely and faithfully?”

The citizens of Utah Territory realize the value of education as much as those of any other Territory and are doing what they can, in their financial weakness, for its diffusion. We want a system of public free schools to continue for nine months in the year, but the people are too poor to tax themselves to that extent at present. It has always seemed to me that if ever there was a time when the Territories needed help

it is in the days of their poverty and weakness; and if ever there was a time when they deserved help, it is when engaged in reclaiming the wilderness for the residence of civilization and industry, and laying the foundation of a future State. We have built bridges, cities, towns and villages, dug canals and ditches, made beautiful farms out of the wild sagebrush land, and afterwards paid for them, built woolen factories and railroads, and increased the value of the Territory from nothing, in which nothing could live but lizards and crickets, to over \$23,000,000. In the past nine years from 1867 to 1875 inclusive, the Internal Revenue of the Territory amounts to \$421,396.36, or an average of \$46,821.82 per annum. The amount for ten years, running back to 1866, would be \$468,218.20. The amount of cash receipts in the U. S. Land Office, Salt Lake City, for the year ending June 30, 1875, is \$29,886,54. At the same amount per annum in ten years it would be \$298,865.40, which I presume is considerably less than the real amount, in consequence of the decrease of Western emigration during the past year. This gives a total revenue from this Territory to the General Government of \$767,083.60 in the past ten years, not including the immense revenue from postage stamps. It seems as though the National Congress should reciprocate the favors received from Utah by extending a helping hand to assist in educating her immense crop of children. If Congress will extend to us an annuity of 2 per cent. per month, the usual interest charged for money in Utah, on the above amount, or \$184,100 for the use and benefit of our schools, we can have public free schools for six months, to which the Territory could consistently add three months, which would give us our much desired nine months school in each year. It is both the interest and the duty of the Government to assist us to increase our stock of information, for the productive industry of every community is known to have a direct relation to the diffusion of educated intelligence therein.

A P P R O P R I A T I O N .

The act of 1874 appropriating \$15,000 yearly, for the two years just past, to the common schools, has accomplished much good. Though but a small amount, yet it proved

to be a spark, from which a flame of interest has been kindled, that has never before been felt in this Territory. County Superintendents have been enabled to get correct lists of the school population, and to procure school reports from nearly all the districts in the Territory, which before was almost impossible.

SCHOOL AGE AND FURTHER APPROPRIATION.

The school-room should not be made a nursery for babies, unless ample room and cradles are provided, and also servants to take charge. Children between the ages of 4 and 6 years are too young to be confined to the school-room, and to be required to sit quiet and observe the order necessary to be maintained in the work of our common, and especially of our mixed schools. They should not be admitted until infant schools and Kindergarten facilities are provided and conducted in a manner suitable to the nurture and development of their little bodies and minds. I respectfully recommend that the ages be from 6 to 16 years at which children shall be admitted into our common schools. This would reduce the present school population of the Territory to about 30,000 children. To send all these children to school requires means and school accommodations, provisions already being made for the latter in our school law. The manner of raising means, to support our common schools, may be a question for argument; but that the means must be provided, if the children are educated, is a fact that will admit of no argument. It is also a fact admitted by every right-thinking person, that education is necessary in a free government, and that the privileges of education should extend to all classes of society. There appears now to be a healthy educational sentiment throughout this Territory, and the people earnestly wish that the Legislature this winter may so amend the school law as to give the children of the Territory the very best educational facilities consistent with our circumstances. Under our present law much good has been accomplished. "Young men and women born and reared in this

Territory, who have entered and are about to enter upon the duties of life, and the grave responsibilities of parents and citizens, are" *not* "destitute of the simple rudiments of an education," but have, at least, some knowledge of spelling, reading, writing, and arithmetic, secured in either our day or night schools, at their own or their parents' expense. To this, in my visit to about 200 schools, and their vicinities in this Territory, *I have never found a single exception*; in some instances, however, their information, it must be confessed, is very meager, and inadequate to the wants and necessities of useful citizens. Our Territory has materially increased in wealth since the passage of our present school law, and is well able to extend to our children the privileges of a more liberal education. The establishment of a territorial school tax, or a liberal appropriation for the use and benefit of schools, that better advantages may be extended for the education of the poor, and that all may have a good percentage of their tuition paid out of the public fund, would be hailed with enthusiastic favor by the people. The national government and the State governments regard education as a proper subject of legislation, on the ground of the necessity of educated intelligence among the people that is to furnish *law abiding citizens*, well versed in the laws they are to obey, and likewise, *law making citizens*, well versed in the social, historic and political conditions which give occasion to new laws and shape their provisions. Both the preservation of property by the actualization of justice and the increase of property by productive industry are directly conditioned upon the educated intelligence of the people.

THE TERRITORIES.

From the Report of the Commissioner of Education, 1874:

"For the second time every Territory has been heard from, and the report is, on the whole, encouraging. In all, except Alaska, some school system is in operation, with a Territorial superintendent of instruction, and generally county superintendents also, while in the newly settled ones the citizens seem to be manfully contending with the great difficulty of educat-

ing children in regions where wide waste areas form the rule, and fixed settlements the few exceptions.

“The District of Columbia, compact and populous, led the list last year in enrollment of children in the schools, and Colorado in the amount raised for educational purposes. This year, Utah, vast in territory, but scanty in population, reports ten more than the District on her list of pupils in the public schools, and 308 more in average daily attendance, while Colorado, rich as she is in mines, falls not only below her former self, but also below the District in school revenue.

“The enrollment in the Territorial schools is, as reported, though the returns are said to be in some instances, imperfect, for Arizona, 343, out of 2,584 children of school age; for Colorado, 9,995, out of 19,309; for Dakota, 4,006, out of 6,312; for the District of Columbia, 17,839, out of 31,671; for Idaho, 2,030, out of 4,010; for Montana, 1,935, out of 3,758; for New Mexico, 5,420 (in all schools 6,578,) out of 23,000; for Utah, 17,849, out of 33,297; for Washington, 7,592, out of 11,937; for Wyoming, 1,000, out of 1,100. The returns from the Indian territory are too meager to admit of a comparison of them with others, each tribe there reporting what it pleases, and some making no definite report.”

THE BRIGHAM YOUNG ACADEMY.

The Timpanogos Branch of the University, situated in Provo City, held two terms during the past year, with a daily attendance of about two hundred students. This institution was organized in April, A. D., 1870, and continued to be a marked feature of the county during its existence. Owing to an imperfect organization, it suspended last May. A new organization was effected on the 26th of November, A. D. 1875. Prest. Brigham Young, proprietor of the University building and grounds, has executed a deed of the property, to seven trustees, who are to hold the same for the establishment and support of an academy, to be known as “The Brigham Young Academy.” By this munificent gift, this county obtained possession of property valued at *fifteen thousand dollars*. The trustees of this institution are the Hons. A. O. Smoot, Wm.

Bringhurst and Leonard E. Harrington, Bishop Myron Tanner, Messrs. Wilson H. Dusenberry and Harvey H. Cluff and Mrs. Martha J. Coray, with the Hon. A. O. Smoot, president, Mr. W. H. Dusenberry, secretary, and Mr. H. H. Cluff, treasurer. The executive committee, Bishop Myron Tanner, Mr. H. H. Cluff and Mrs. Martha J. Coray. After improving the building, and enclosing the grounds, the academy was opened on the 3rd of January, 1876. Since the opening, seventy students have been in attendance. The trustees have adopted the *pre paid* system which has caused some agitation, but there can be but one result—and that a blessing to trustees, teachers, patrons and pupils.

STATISTICAL TABLES.

In the tables of this report the figures indicating the school enrollment and attendance, also the amount expended for educational purposes, would be somewhat increased if all the private and select schools were reported. In some counties night schools were taught in almost every district during the winter season. One Commercial College in Salt Lake City was open two terms last winter, which had an average attendance of one hundred students, who paid a tuition of \$2,000 for its support. If this, and the enrollment and attendance in the night schools, and amount expended for their support, were added, those figures would be considerably increased. Pains have been taken throughout the report not to over estimate, but to keep within bounds in every instance.

THE SCHOOL POPULATION, SCHOOL ATTENDANCE, ETC.,
IN THE TERRITORY OF UTAH, FOR THE
LAST FOURTEEN YEARS.

The following table shows the number of districts, schools, teachers, children of legal school age and school attendance in Utah Territory, from 1862 to the present time.

	No. of Districts in Territory.	No. of Districts reported.	No. of Schools.	No. of Male Teachers.	No. of Female Teachers.	No. of Boys in Territory between 4 and 16 years.	No. of Girls in Territory between 4 and 16 years.	Total in Territory between 4 and 16 years.	No. Male Scholars Enrolled.	No. Female Scholars enrolled.	Total enrolled.	Per Centage of names enrolled.	Average Daily Attendance.	Per cent. of School population actually attending school.
1862	76	50	62	43	59	3,950	3,662	7,612	1,906	1,918	3,824	50	2,391	31
1863	108	64	132	95	67	5,937	5,682	11,619	3,144	3,019	6,163	53	3,330	29
1864	144	97	120	88	63	6,261	5,784	12,045	3,309	3,168	6,477	54	3,977	33
1865	179	148	164	122	103	8,521	8,054	16,575	4,640	4,319	8,959	54	6,024	36
1866	180	137	199	135	112	9,066	8,686	17,752	5,399	5,013	10,412	54	7,153	40
1867	186	161	226	166	140	10,923	10,393	21,316	6,689	5,850	12,539	58	8,742	41
1868	187	147	219	164	134	11,424	10,870	22,294	6,627	5,889	12,516	58	8,779	39
1869	189	162	243	173	169	12,166	11,972	24,138	7,524	7,576	15,100	62	10,618	44
1871	223	198	268	197	161	14,434	14,303	28,737	8,369	8,623	16,992	59	12,819	45
1873	202	163	251	177	178	13,867	13,856	27,723	8,210	7,860	16,070	58	11,842	43
1874	224	180	262	212	192	16,713	16,584	33,297	9,185	8,729	17,914	54	13,051	39
1875	236	204	296	220	238	18,094	17,602	35,696	9,870	9,408	19,278	54	13,462	38

THE AVERAGE DURATION OF SCHOOLS, EXPENDITURES
FOR EDUCATIONAL PURPOSES, ETC., FOR THE
LAST FOURTEEN YEARS.

The following table shows the average number of months schools have been taught, and the amount expended for educational purposes, value of school property, etc., as reported from 1862 to the present time, in Utah Territory.

	Amount paid to Male Teachers.	Amount paid to Female Teachers.	Total paid to Teachers.	Number of months Schools have been Taught.	Amount of Building Funds raised.	Amount of Taxes appropriated to the use of Schools.	Estimated real value of School grounds, buildings, furniture, and all other School Property.	Territorial Appropriation.
1862				6½				
1863				6½				
1864				6 4-5				
1865				6½				
1866	28,521 00	10,175 00	38,696 00	6½	22,105 00	7,944 00		
1867	46,886 20	14,953 35	61,839 55	6	27,727 08	13,224 60		
1868	51,360 33	23,824 00	75,184 33	7½	19,629 20	7,891 15		
1869	54,559 37	25,120 25	79,679 62	7½	35,142 70	7,011 33		
1871	50,419 68	28,141 85	78,561 53	7	32,907 70	5,254 00		
1873	55,092 41	27,803 50	82,895 91	6.7	44,582 22	12,885 41		
1874	56,226 90	20,312 80	76,538 70	6.7	30,410 73	18,883 19		15,000
1875	61,985 70	33,547 00	95,532 70	7	49,568 87	20,267 28	438,665	15,000

THE PRIVATE, SELECT, AND MISSION SCHOOLS, WITH
THE UNIVERSITY OF DESERET.

The following table shows the number of teachers employed, salaries paid, pupils enrolled and average attendance, pupils enrolled free of tuition, students in higher branches than are usually taught in the common schools, value of school property, and the number of months taught, in the Mission or Sectarian schools, the Private and Select schools in the Territory, also including the University of Deseret, and the Timpanogos Branch at Provo, for the year ending first Monday in November, 1875.

	Names of Schools.	No. Male Teachers.	No. Female Teachers.	Salaries Paid.	No. Male Pupils enrolled.	No. Female Pupils enrolled.	Total enrolled.	Average Daily Attendance.	No. Students in higher branches.	Free Pupils enrolled.	Value of School Property.	No. months Schools were taught.
Sect'n.	Methodist,	5	4	8,460	240	240	480	460	30	25	6,000	10
	Episcopal,	5	13	9,825	378	379	757	520	75	240	25,000	
	Presbyterian,	2	3	4,500	142	113	255	172	31		1,200	10
	Catholic,		10	1,000	25	102	127	100	50		2,500	10
	Total,	12	30	23,785	785	834	1,619	1,252	186	265	57,200	10
non-Sect.	Private and Select	5	20	18,910	674	734	1,408	860	62	8	650	10
	Univ'rst'y of Des't	4		5,250	171	123	294	125	294			10
	Timp'nog's br'nch	4		2,400	114	107	221	200	50		15,000	10
	Total,	13	22	26,560	959	964	1,923	1,185	406	8	15,650	10
	Sum Total,	25	52	50,345	1,744	1,798	3,542	2,437	592	273	72,850	10

SCHOOL ATTENDANCE, EXPENDITURES FOR EDUCATIONAL
PURPOSES, ETC., IN THE COMMON, PRIVATE, SELECT,
AND MISSION SCHOOLS.

The number of districts, schools, teachers, children of school age, and school attendance in the Common schools of the Territory, for the year ending first Monday in November, 1875, added to those of the Private, Select, and Mission schools, gives the following result:

	No. of Districts in Territory.	No. of Districts reported.	No. of Schools.	No. of Male Teachers.	No. of Female Teachers.	No. of Boys in Territory between 4 and 16 years.	No. of Girls in Territory between 4 and 16 years.	Total in Territory between 4 and 16 years.	No. of Male Scholars enrolled.	No. of Female Scholars enrolled.	Total enrolled.	Per centage of Names enrolled.	Average Daily Attendance.	Per cent. of School population actually attending school.
Common, Select,	236	204	296	220 25	238 52	18,094	17,602	35,696	9,870 1,744	9,408 1,798	19,278 3,542	54 10	13,462 2,437	38 7
Total,	236	204	296	245	290	18,094	17,602	35,696	11,614	11,206	22,820	64	15,899	45

EXPENDITURES FOR EDUCATIONAL PURPOSES, ETC.,
IN THE COMMON, PRIVATE, SELECT,
AND MISSION SCHOOLS.

The amount expended for educational purposes and value of school property, for the Common schools of the Territory, augmented by that of the Private, Select, and Mission schools, for the year ending first Monday in November, 1875, gives the following result:

	Amount paid to Male Teachers.	Amount paid to Female Teachers.	Total paid to Teachers.	No. of months schools were taught.	Amount of building funds raised.	Amount of taxes appropriated to the use of Schools.	Estimated Real Value of School grounds, buildings, furniture and all other school property.	Territorial Appropriation.
Comm'n	61,985 70	33,547	Tax 35,267 28 Tuition 95,532 70	7	49,568 87	20,267 28	438,665	15,000
Select,			130,799 98 50,345	10			72,850	
Total,	61,985 70	33,547	181,144 98	8	49,568 87	20,267 28	511,515	15,000

SCHOOLS OF SALT LAKE CITY.

SCHOOL ATTENDANCE, NUMBER OF CHILDREN, ETC., IN
THE COMMON, PRIVATE, SELECT AND
MISSION SCHOOLS.

The number of districts, schools, teachers, children of school age, and school attendance in the Common schools of Salt Lake City, for the year ending, first Monday in November, 1875, augmented by those of the Private, Select, and Mission schools, gives the following result:

	No. of Districts in City.	No. of Districts Reported.	No. of Schools.	No. of Male Teachers.	No. of Female Teachers.	No. of Boys in City between 4 and 16 years.	No. of Girls in City between 4 and 16 years.	Total in City between 4 and 16 years.	No. Male Scholars enrolled.	No. Female Scholars enrolled.	Total enrolled.	Per cent. of names enrolled.	Average Daily Attendance.	Per cent. of School population actually attending school.
Co'm'n Select	19	17	19 10	18 9	16 39	2,578	2,589	5,167	916 1,032	823 1,140	1,739 2,172	33.6 42.	1,301 1,277	25 24.7
Total	19	17	29	27	55	2,578	2,589	5,167	1,948	1,963	3,911	75.6	2,578	49.7

SCHOOLS OF SALT LAKE CITY.

VALUE OF SCHOOL PROPERTY, EXPENDITURES FOR EDUCATIONAL PURPOSES, IN THE COMMON, PRIVATE, SELECT AND MISSION SCHOOLS.

The amount expended for educational purposes, and the value of school property in Salt Lake City, in the year ending November, 1875, for the Common schools, augmented by that of the Private, Select, and Mission schools, gives the following result:

	Amount paid to Male Teachers.	Amount paid to Female Teachers.	Total paid to teachers.	No. of months Schools were taught.	Amount of Building Funds raised.	Amount of taxes appropriated to the use of Schools.	Estimated Real Value of School grounds, buildings, furniture, and all other School Property.	Apportionment of Territorial Appropriation.
Common	12,412 50	2,755 00	15,167 50	9 $\frac{1}{4}$	9,057 00	1,000 00	113,200 00	2,254 00
Select			31,195 00	10			51,850 00	
Total	12,412 50	2,755 00	46,362 50	9 $\frac{1}{4}$	9,057 00	1,000 00	165,050 00	2,254 00

LIST OF SCHOOL OFFICIALS

IN

UTAH TERRITORY.

TERRITORIAL SUPERINTENDENT OF COMMON SCHOOLS:

O. H. RIGGS, - - - - - SALT LAKE CITY

COUNTY SUPERINTENDENTS:

COUNTY.	SUPERINTENDENT.	POST OFFICE.
Beaver,	John P. Lee,	Beaver.
Box Elder,	A. Christensen,	Brigham City.
Cache,	Samuel Roskelley,	Smithfield.
Davis,	Chester Call,	Sessions.
Iron,	Morgan Richards, Jun.,	Parowan.
Juab,	T. B. Lewis,	Nephi.
Kane,	Martin Slack,	Toquerville.
Millard,	E. M. Webb,	Fillmore.
Morgan,	T. G. R. Welch,	Morgan City.
Rich,	W. P. Nebeker,	Laketown.
Salt Lake,	O. H. Riggs,	Salt Lake City.
Sanpete,	W. T. Reid,	Manti City.
Sevier,	H. P. Miller,	Richfield.
Summit,	C. T. Mills,	Coalville.
Tooele,	Thos. P. Potts,	Tooele.
Utah,	W. H. Dusenberry,	Provo.
Wasatch,	Thos. H. Giles,	Heber City.
Washington,	J. E. Johnson,	St. George.
Weber,	L. F. Monch,	Ogden.
Piute,*		

* County no school organization.

BIENNIAL REPORT OF UTAH TERRITORY,

ENDING FIRST MONDAY IN NOVEMBER 1874 AND 1875.

O. H. RIGGS, TERRITORIAL SUPERINTENDENT OF COMMON SCHOOLS.

NAMES OF COUNTIES.	Year.	No. of Districts in Territory.		No. of Districts reported.	No. of Schools.	Grade of Schools.	No. Male Teachers.	No. Female Teachers.	No. Boys in Territory between 4 and 16 years.	No. Girls in Territory between 4 and 16 years.	Total in Territory between 4 and 16 years.	No. Male Scholars enrolled.	No. Female Scholars enrolled.	Total enrolled.	Per centage of names enrolled.	Average Daily attendance.	Per cent. of School population actually attending school.	Amount paid to Male teachers.	Amount paid to Female teachers.	Total paid to Teachers.	No. of months School has been taught.	Present condition of School buildings.	Amount of Building Funds raised.	Amount of Taxes appropriated to use of Schools.	Estimated Real Value of School grounds, buildings, furniture, and all other School property.	Territorial appropriation.
Beaver.....	1874	7	4	4	Common	3	2	367	379	746	167	132	299	43	217											320
	1875	7	7	8		4	6	377	375	752	225	230	455	60.5	358	47.6	1343 00	1751 00	3094 00	6	Poor	3500 00		4450	316	
Box Elder.....	1874	13	13	19	"	16	18	693	634	1377	524	541	1065	85	921	71	2414 00	1311 00	3725 00	7	Med	4300 00	1602 00	630		
	1875	13	13	22		21	14	773	716	1489	530	502	1032	68.7	789	53	2877 00	1118 00	3995 00	7.8	Good	500 00	918 00	19050	626	
Cache.....	1874	12	12	26	"	16	16	1713	1672	3385	1087	970	2059	67	1581	43	6417 00	2840 00	9257 00	7.5	"	4600 00	2875 00	1546		
	1875	13	12	28		17	24	1749	1716	3465	941	831	1772	51	1126	32	4174 20	3427 00	7601 00	7.6	"	4912 00	580 00	30110	1456	
Davis	1874	11	9	16	"	12	9	770	740	1610	461	477	938	76.2	582	41.8	3189 40	1420 80	4610 20	7.7	Med	4744 65	1107 70	692		
	1875	11	10	17		9	12	811	798	1609	416	417	833	52.4	623	39.2	3120 00	1574 00	4694 00	7.7	"	3560 25	880 00	23959	676	
Iron.....	1874	8	5	11	"	7	12	477	438	965	331	379	710	74	548	57	1058 0	514 00	1572 00	7.2	"	700 00	700 00	442		
	1875	8	5	9		4	8	505	502	1007	212	229	441	43.7	236	23.4	770 00	990 00	1760 00	7	"	1200 00	276 00	3400	423	
Juab.....	1874	4	3	4	"	2	1	505	395	900	130	113	243	45	213	40	700 00		700 00	7	Good			412		
	1875	4	4	4		2	2	591	453	1044	149	123	272	26	220	21	1110 00	700 00	1810 00	9	"			3000	439	

Kane.....	1874	12	10	9	"	8	4	379	349	728	242	208	450	62	330	45	1160	00	411	00	1571	00	5	Med	478	67				334
	1875	16	14	12	"	16	12	475	398	873	385	332	697	80	497	56.9	1317	00	792	00	2109	00	4.5	"	3643	34	105	10	6437	367
Millard.....	1874	10	8	15	"	6	15	556	550	1108	803	238	541	58	352	41	1905	00	1441	00	3346	00	6.6	"						506
	1875	10	7	10	"	6	14	560	558	1098	297	309	608	60.5	485	47.3	1271	00	1641	00	2912	00	6.7	"					26176	462
Morgan.....	1874	10	10	12	"	10	7	361	349	710	289	259	548	77.1	422	59.4	1655	00	637	00	2292	00	5.3	Good	614	00	1645	48		326
	1875	10	8	10	"	7	6	339	335	674	177	191	368	54.6	261	38.7	1075	00	501	00	1576	00	5.8	"	912	68	1999	30	16881	283
Rich.....	1874	4	2	2	"	2	1	135	117	252	51	26	107	49	80	38	210	00	60	00	290	00	5	"	136	00	75	00		60
	1875	4	4	4	"	3	1	149	126	275	94	81	175	63	152	55	915	00	238	00	1153	00	5	"					2000	116
Salt Lake.....	1874	42	34	34	"	36	22	3550	3517	7087	1633	1380	2993	41.4	2237	30.9	19103	00	3761	00	22864	00	7	Med	4100	00	1126	00		3230
	1875	42	33	37	"	35	28	3819	3733	7552	1572	1429	3001	39.7	2209	29.3	16337	50	4143	00	20480	50	7.9	"	14460	60	4412	00	141050	3172
Sanpete.....	1874	10	10	20	"	19	23	1411	1801	3412	803	873	1676	49	1129	33	2928	00	1276	00	4204	00	7.3	Good	391	81	391	81		1558
	1875	15	12	29	"	16	21	1604	1632	326	957	895	1852	57	1330	41.1	4305	00	2285	00	6590	00	7	"	1983	00	955	00	19120	1360
Sevier.....	1874	7	5	7	"	8	8	284	283	567	224	195	419	72.1	309	54.5	535	00	361	00	896	00	6.3	Med	150	00	77	20		262
	1875	7	7	9	"	7	10	363	380	743	217	242	459	64.5	333	44.8	715	00	476	00	1191	00	5.9	"			270	88	1882	313
Summit.....	1874	11	6	6	"	5	3	262	233	498	180	125	305	61	26	41	1340	00	350	00	1690	00	5.8	"	400	00	770	00		190
	1875	11	8	8	"	7	4	550	483	1033	254	235	489	47.3	297	28.7	1827	00	691	00	2518	00	7.3	"	3000	00	1604	00	16800	434
Tooele.....	1874	11	5	9	"	6	2	359	359	728	173	170	343	47	290	40	1575	00			1575	00	6	"	550	00				334
	1875	11	7	8	"	7	2	472	517	989	229	181	410	41.4	297	30	1465	00	453	00	1918	00	6.4	"	500	00	1500	00	7075	415
Utah.....	1874	18	14	29	"	30	19	2350	2315	4665	1321	1404	2725	58	1802	38.8	4550	00	1440	00	5980	00	8	"	2164	00	5964	00		1996
	1875	18	18	33	"	31	34	2507	2433	4940	1613	1517	3130	63.3	2108	43	10560	00	5353	50	15913	50	8.5	"	4549	00	4460	00	49600	2075
Wasatch.....	1874	5	5	5	"	8	4	411	369	780	234	212	446	57.7	397	48.5	1562	50	250	00	1812	50	7.4	"					7825	358
	1875	5	5	5	"	7	2	370	377	747	283	254	517	69.2	470	62.9	1815	00	220	00	2035	00	7.8	"						314
Washington.....	1874	12	8	15	"	3	10	519	528	1047	271	249	520	50	379	38	520	00	1767	00	2287	00	6	"	2527	60	70	00		480
	1875	12	12	19	"	9	19	519	526	1045	454	434	888	85	523	50	1127	00	1923	00	3050	00	6.7	Good	2868	00			25200	440
Weber.....	1874	17	17	19	"	20	16	1421	1482	2903	761	788	1529	56.4	1074	39.8	5405	00	2453	00	7858	00	7.5	"	4545	00	2679	00		1324
	1875	18	18	20	"	16	19	1561	1564	3125	905	976	1881	64	1148	40	5862	00	5270	00	11132	50	7	"	3680	00	1307	00	34650	1313
Piute *	1874																													
	1875																													
Total, - -	1874	224	180	262		212	192	16713	16584	33297	9185	8729	17914	53.8	13051	39	56226	90	20312	80	76538	70	6.7		30410	73	18883	19		15000
	1875	236	204	296		220	238	18094	17602	35696	9470	9108	19278	54	13462	38	61985	70	33547	00	95532	70	7		49568	87	20267	28	438665	15000

* No School Organization.

TABLE 1.

Utah Territory.		Report for the year.	
1	2	SCHOOL-YEAR.	
1874-5.		Begins.	Ends.
First Monday in Nov. 1874.			
First Monday in Nov. 1875.			
SCHOOL POPULATION.			
3	4	Between what ages.	
5	6	Total number between said ages.	
7	8	Male.	SEX.
9	10	Female.	
11	12	Number under 6 years of age.	
13	14	Number over 16 years of age.	
15	16	Number between 6 and 16 years of age.	
PUBLIC SCHOOLS.			
17	18	Number enrolled in schools during school year.	
19	20	Average monthly enrollment.	
21	22	Average daily attendance.	
23	24	Number of school-rooms exclusive of those used only for recitation.	
25	26	Number of school-rooms used exclusively for recitation.	
27	28	Average duration of schools in days.	
35696	18094	17602	5949
None	29747	19278	

PART 1.

SCHOOLS OTHER THAN PUBLIC.												
Schools corresponding to public schools below high schools.				Schools corresponding to public high schools.				Teachers in said schools in all grades.				
PUPILS.		PUPILS.		TEACHERS.		Whole number of Teachers employ'd in public schools during the year.			No. of teachers necessary to supply the schools.		Average salary of teachers per month in public schools.	
Male	Female	Male	Female	Male	Female	Male	Female	Total			Male	Female
18	19	20	21	22	23	24	25	26	27		28	29
1453	1497	291	301	25	52	220	238	458	296		\$ 47	\$ 23

PART 2.

ANNUAL EXPENDITURE.											
CURRENT.				Expenditure in the year <i>per capita</i> of the school population.	Expenditure in the year <i>per capita</i> of pupils enrolled in pub. schools.	Expenditure in the year <i>per capita</i> of average attendance in public schools.	Expenditure in the year <i>per capita</i> of population between 6 and 16.	Expenditures in the year <i>per capita</i> of population between 6 and 16, including interest on the value of all school property.	Am't of available school fund.	Sections of land not yet available.	Estimated real value of sites, buildings, and all other school property.
Salaries of superintendents.	Salaries of teachers.	Miscellaneous or contingent. (Includes fuel, light, rent, repairs, &c.)	Total.								
40	41	42	43	44	45	46	47	48	49	50	51
8450	130799 98		183818 85	5.15	9.53	13.69	6.18	7.63	15000	16th & 36th	438665
	* 50345 00		50345 00	1.41	73	1.04	1.69	1.96			72850
\$181144 98			234163 85	6.56	10.26	14.73	7.87	9.59	15000		511515

Territory, by the expenditure of the Private, Select, and Mission Schools.

O. H. RIGGS, Ter. Supt. Common Schools.

DISBURSEMENT

OF THE

TERRITORIAL APPROPRIATION

FOR 1874 AND 1875.

Report of the amount of money allotted to each County, and its *pro rata* distribution to the various School Districts of the Territory, out of the appropriation for the years 1874-5, for the use and benefit of Common Schools.

COUNTIES,	1874.	COUNTIES.	1875.
	Amount Allotted.		Amount Allotted.
Beaver	\$ 320	.....	\$ 316
Box Elder.....	630	.....	626
Cache.....	1546	.....	1456
Davis.....	692	.....	676
Iron.....	442	.....	423
Juab.....	412	.....	429
Kane.....	334	.....	387
Millard.....	506	.....	462
Morgan.....	326	.....	283
Plute.....	.....	.....	.....
Rich	60	.....	116
Salt Lake.....	3230	.....	3172
Sanpete.....	1556	.....	1360
Sevier	262	.....	313
Summit.....	190	.....	434
Tooele.....	334	.....	415
Utah.....	1996	.....	2075
Wasatch.....	358	.....	314
Washington.....	480	.....	440
Weber.....	1324	.....	1313
	\$15000		\$15000

BEAVER COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
No. 1 Beaver.....			\$ 47	In 1874 districts No. 1, 3 and 4 had no school, and therefore forfeited their pro rata of the appropriat'n to the other districts of the county.
" 2 ".....	\$ 106		53	
" 3 ".....			62	
" 4 ".....			47	
" 5 Greenville.....	53		25	
" 6 Adamsville.....	53		32	
" 7 Minersville.....	108		50	
	\$ 320		\$ 316	

BOX ELDER COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Union.....	\$ 28		\$ 24	
2 Willard.....	64		64	
3 Salt Lake.....	18		18	
4 Three Mile Creek.....	30		34	
5 Brigham City.....	244		255	
6 Mantuo.....	46		43	
7 Lake.....	18		18	
8 Call's Fort.....	16		16	
9 Deweyville.....	13		13	
10 Bear River City.....	37		36	
11 Portage.....	35		32	
12 Corinne.....	70		57	
13 Zarahemla.....	11		16	
	\$ 630		\$ 626	

CACHE COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Logan.....	\$ 410		\$ 387	In 1875, Clarkston did not comply with the requirements of the law, hence it has forfeited its pro rata of the appropriation to the other districts of the county.
2 Hyde Park.....	89		79	
3 Smithfield.....	153		171	
4 Richmond.....	152		151	
5 Clarkston.....	55			
6 Newton.....	31		38	
7 Mendon.....	87		60	
8 Wellsville.....	180		183	
9 Hyrum.....	157		154	
10 Paradise.....	63		53	
11 Millville.....	87		78	
12 Providence.....	82		66	
		13 Lewiston.....	36	
	\$ 1546		\$1456	

DAVIS COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 South Bountiful.....	\$ 84		\$ 76	South Weber and Daniel Wood in 1874, and Daniel Wood again in 1875, did not comply with the requirements of the law, hence they have forfeited their pro rata of the appropriation to the other districts of the county.
2 East ".....	124	.....	114	
3 Centerville.....	69	.....	64	
5 Farmington.....	141	.....	137	
6 North Farmington....	35	.....	30	
8 Kaysville.....	111	.....	131	
9 Hooperville.....	44	.....	44	
10 South Weber.....	.....	.....	16	
11 West Bountiful.....	51	.....	41	
12 Daniel Wood.....	.....	.....	.....	
13 East Kaysville.....	27	.....	23	
	\$ 692		\$ 676	

IRON COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Cedar City.....	\$ 94		\$ 131	Fort Hamilton, Fort Johnstone and Iron City in 1874, and Summit, Panguitch and Fort Johnstone in 1875 did not comply with the requirements of the law, hence they have forfeited their pro rata of the appropriation to the other districts of the county.
2 Summit.....	26	.....	.....	
3 Parowan.....	174	.....	212	
4 Paragoonah.....	36	.....	49	
5 Panguitch.....	112	.....	.....	
6 Hamilton's Fort.....	.....	.....	11	
7 Fort Johnstone.....	.....	.....	.....	
8 Iron City.....	.....	.....	20	
	\$ 442		\$ 423	

JUAB COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Nephi.....	\$ 131		147	Tintic was not organized in time to be entitled to its pro rata of the appropriation.
2 ".....	140	.....	130	
3 Mona.....	97	.....	103	
4 Levan.....	44	.....	59	
		5 Tintic.....	.....	
	\$ 412		439	

KANE COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Kanarra.....			\$ 45	Kanarra, Bellevue Grandale and Johnson in 1874 had no school, and in 1875 Duncan's Retreat and Johnson sent in only census report, and Springdale and Orderville had school only two months, and Upper Kanab did not report, hence these districts have forfeited their pro rata of the appropriat'n to the other districts of the county.
2 Harmony.....	\$ 36		34	
3 Bellevue.....			8	
4 Toquerville.....	57		62	
5 Virgin City.....	47		44	
6 Duncan's Retreat.....	13			
7 Rockville.....	67		41	
8 Kanab.....	63		48	
9 Mt. Carmel.....	30		35	
10 Grandale.....			27	
11 Pah Reah.....	21		10	
12 Johnson.....				
		13 Springdale.....		
		14 Shonesburg.....	13	
		15 Upper Kanab.....		
		16 Orderville.....		
	\$ 334		\$ 367	

MILLARD COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Fillmore.....	\$ 33		\$ 29	Petersberg and Oak City in 1874 did not report, and Petersberg in 1875 made only census report, hence these districts have forfeited their pro rata to the other districts of the county.
2 ".....	73		59	
3 ".....	52		53	
4 ".....	28		24	
5 Meadow.....	49		37	
6 Kanosh.....	117		100	
7 Petersberg.....				
8 Holden.....	71		60	
9 Scipio.....	83		76	
10 Oak City.....			24	
	\$ 506		\$ 462	

MORGAN COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Mountain Green.....	\$ 20			Mountain Green and Richville did not report school as required by law, hence they have forfeited their pro rata to the other districts of the county.
2 Weber City.....	25	.....	\$ 28	
3 Enterprise	25	.....	17	
4 Milton.....	34	.....	28	
5 North Morgan.....	31	.....	36	
6 Croyden	29	.....	30	
7 South Morgan.....	82	.....	80	
8 Richville	27	.....	.....	
9 East Porter.....	30	.....	33	
10 West "	23	.....	31	
	\$ 326		\$ 243	

RICH COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Randolph.....	\$ 32		\$ 46	Laketown and Meadowville in 1874 had no school and therefore forfeited their pro rata to the other districts of the county.
2 Woodruff.....	28	.....	28	
3 Laketown.....	.....	.....	32	
4 Meadowville.....	.....	.....	12	
	\$ 60		\$ 116	

SALT LAKE COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1st Ward Salt Lake City	67		\$ 46	Districts No. 17, 37, 41 and 42, in 1874, had no school, No. 18 not organized, No. 19, 32 and 40 were not reported. In 1875 Districts No. 17, 18, 27, 32, 35, 37, 40, 41, and 42 did not comply with the requirements of the law, hence they have forfeited their pro rata to the other districts of the County. Districts No. 18, 32, 37, 40 and 41 have no school-houses No. 37 is now building a log house.
2nd " " "	68	.....	57	
3rd " " "	45	.....	44	
4th " " "	58	.....	47	
5th, 6th " " "	110	.....	93	
7th " " "	118	.....	118	
8th " " "	127	.....	117	
9th " " "	97	.....	79	
10th " " "	117	.....	124	
11th " " "	176	.....	157	
12th " " "	165	.....	126	
13th " " "	197	.....	225	
14th " " "	230	.....	185	
15th " " "	130	.....	145	
16th " " "	177	.....	152	
17th " " "	.....	.....	.....	
18th " " "	.....	.....	.....	
19th " " "	.....	.....	184	
20th " " "	335	.....	355	
21st Gardner's.....	84	.....	109	
22 Draper.....	93	.....	64	
23 Union.....	37	.....	33	
24 South Cottonwood....	69	.....	63	
25 North " "	88	.....	82	
26 N. E. " "	36	.....	32	
27 S. E. " "	46	.....	.....	
28 Big " "	54	.....	39	
29 Sugar House.....	71	.....	83	
30 East Mill Creek.....	52	.....	49	
31 West " "	58	.....	47	
32 Brighton.....	.....	.....	.....	
33 Neff's Mill.....	45	.....	39	
34 Fort Herriman.....	30	.....	26	
35 South Jordan.....	28	.....	.....	
36 North Mill Creek.....	59	.....	55	
37 S. Dis. Big Cott'nw'd..	.....	.....	.....	
38 Bennion's.....	54	.....	51	
39 S. E. Dis. Mill Creek..	63	.....	44	
40 Mousley's.....	.....	.....	.....	
41 Sandy.....	.....	.....	.....	
42 Granite.....	.....	.....	.....	
43 Bingham.....	46	.....	102	
	\$3230		\$3172	

SANPETE COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Manti.....	\$ 245		\$ 218	Thistle, Freedom, Canal, Petit and Mayfield districts were organized in '875. Thistle, Canal and Petit were organized too late in the school year to secure their pro rata of the appropriation.
2 Ephraim	340	.....	263	
3 Springtown.....	205	.....	119	
4 Mt. Pleasant.	258	.....	270	
5 Fairview.....	155	.....	132	
6 Thistle.....	.....	.....	.....	
7 Fountain Green.....	112	.....	106	
8 Moroni.....	114	.....	99	
9 Freedom.....	.....	.....	13	
10 Wales.....	19	.....	24	
11 Canal .....	.....	.....	.....	
12 Fayette	19	.....	13	
13 Gunnison.....	91	.....	73	
14 Petit.....	.....	.....	.....	
15 Mayfield.....	.....	.....	30	
	\$ 1558		\$1360	

SEVIER COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Salina.....			\$ 33	In 1874 Salina and Joseph did not report. Annabella did not have a three month's school hence it forfeited to the County. In 1875 Annabella made only census report, hence it again forfeited its pro rata to the County.
2 Glenwood.....	\$ 53	.....	41	
3 Richfield.....	118	.....	127	
4 Monroe	77	.....	78	
5 Annabella.....	.....	.....	.....	
6 Joseph.....	.....	.....	15	
7 Prattville.....	14	.....	15	
	\$ 262		\$ 313	

SUMMIT COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Henneferville.....			\$ 35	In 1874 Henneferville, Hoytsville, Wanship, Kamas and Park, were not reported. In 1875, Wanship and Park made only census report, and Upton made no report, hence these districts have forfeited their pro rata to the other districts of the county.
2 Coalville.....	\$ 87		148	
3 Hoytsville.....			56	
4 Wanship.....				
5 Rockport.....	16		25	
6 Peoa.....	33		47	
7 South Kamas			74	
8 Upton.....	21			
9 Park.....				
10 North	17		21	
11 Echo.....	16		28	
	\$ 190		\$ 434	

TOOELE COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Tooele City.....	\$ 151		\$ 150	In 1874 Grantsville (No. 3), E. T. City, St. John's, Stockton and Jordanville did not report. In 1875 Stockton, Jordanville, Vernon and Ophir did not report, hence these districts are not entitled to any portion of the appropriation.
2 Grantsville.....	103		113	
3 "			45	
4 E. T. City.....			33	
5 Pine Canyon.....	27		20	
6 St. John's.....			38	
7 Stockton.				
8 Jordanville.....				
9 Vernon.....	28			
10 Ophir.....			16	
11 Ranche.....	25			
	\$ 334		\$ 415	

UTAH COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Santaquin.....	\$ 60		\$ 68	In 1874 Fairfield, Cedar Fort and the 3rd Ward, Provo City did not report, hence they were not entitled to any portion of the appropriation.
2 Goshen.....	80	.....	74	
3 Fairfield.....	.....	.....	39	
4 Cedar Fort.....	.....	.....	51	
5 Lehi.....	199	.....	171	
6 American Fork.....	277	.....	246	
7 Alpine.....	42	.....	58	
8 Pleasant Grove.....	177	.....	186	
9 Provo, 1st Ward.....	125	.....	119	
10 " 2d ".....	87	.....	75	
11 " 3d ".....	.....	.....	61	
12 " 4th ".....	133	.....	122	
13 Springville.....	255	.....	266	
14 Spanish Fork, South,	119	.....	108	
15 " " North,	121	.....	113	
16 Salem.....	62	.....	53	
17 Payson.....	237	.....	249	
18 Spring Lake.....	22	.....	16	
	\$ 1996		\$ 2075	

WASATCH COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Heber City.....	\$ 110	.....	\$ 96	
2 " ".....	75	.....	69	
3 Midway.....	105	.....	89	
4 Wallsburg.....	33	.....	38	
5 Charleston.....	35	.....	22	
	\$ 358		\$ 314	

WASHINGTON COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
2 Leeds.....	\$ 21	.....	\$ 19	
3 Harrisburgh.....	20	.....	21	
4 Washington.....	78	.....	73	
5 St. George, 1st Ward,	28	.....	32	
6 " 2d "	26	.....	33	
7 " 3d "	69	.....	85	
8 " 4th "	64	.....	65	
9 Santa Clara.....	38	.....	31	
10 Pine Valley.....	42	.....	40	
11 Pinto.....	24	.....	41	
12 Shoal Creek.....	17	.....	23	
16 Fort Hamblin.....	13	.....	17	
	\$ 480		\$ 440	

WEBER COUNTY.

DISTRICTS.	1874.	DISTRICTS.	1875.	REMARKS.
	Pro Rata Dividend.		Pro Rata Dividend.	
1 Bench.....	\$ 92		\$ 70	In 1874 Liberty had no school, it therefore forfeited its pro rata to the other districts of the County.
2 Herrick's.....	255	.....	252	
3 Parry's.....	115	.....	114	
4 Marriottsville.....	33	.....	36	
5 Lynne.....	56	.....	54	
6 Slatersville.....	37	.....	37	
7 Mount Fort.....	40	.....	32	
8 Harrisville.....	69	.....	64	
9 Plain City.....	81	.....	118	
10 North Ogden.....	121	.....	65	
11 Easton.....	24	.....	26	
12 Riverdale.....	40	.....	35	
13 West Weber.....	110	.....	112	
14 Huntsville.....	124	.....	101	
15 Eden.....	35	.....	47	
16 Hooperville.....	92	.....	95	
17 Liberty.....	.....	.....	17	
		18 Hot Springs.....	38	
	\$ 1324		\$ 1313	

**AVERAGE DURATION OF SCHOOLS, SALARIES OF TEACHERS,
ETC., IN THE UNITED STATES AND TERRITORIES.**

Table showing the average duration of schools, annual expenditures, average salary of Teachers, and the estimated real value of all kinds of school property, in most of the States and Territories of the Union, from the Report of the Commissioner of Education.

STATES.	Term.	Annual Expen- ditures.	Average Salary of Teachers per Month.		Estimated real value of School Property.
			Males.	Females.	
Arkansas.....		441,537	60 00	40 00	
California.....		2,078,372			4,445,140
Connecticut.....	174 Days.	1,477,442	69 03	36 05	
Georgia.....	65 "	265,000			
Illinois.....	142 "	7,865,682	48 19	33 46	22,894,116
Indiana.....	113 "	775,517	50 00	40 00	10,373,692
Iowa.....	135 "	4,429,879	36 38	28 01	9,624,383
Kansas.....	110 "	1,323,998	37 24	28 69	4,029,782
Louisiana.....	130 "	795,201	40 00	40 00	881,445
Maine.....	112 "	1,268,173	36 17	16 20	3,079,311
Maryland.....	188 "	1,530,072	40 89	40 89	
Massachusetts.....	168 "	6,050,507	94 33	34 34	
Michigan.....	140 "	3,054,519	52 45	29 01	9,000,000
Minnesota.....	133 "	1,155,542	41 36	30 52	2,338,700
Mississippi.....	100 "	1,014,200	55 00	55 00	2,000,000
Missouri.....	90 "	1,638,353	39 87	30 36	6,774,506
Nebraska.....	81 "	882,800	37 98	32 30	1,553,926
Nevada.....		124,301			121,011
New Hampshire.....	100 "	103,742	47 87	24 00	2,232,079
New Jersey.....	192 "	2,219,686	65 77	38 00	6,000,732
New York.....	175 "	11,403,497			29,216,149
North Carolina.....	50 "	191,674	30 00	25 00	
Ohio.....	145 "	7,555,564	60 00	45 00	18,829,586
Oregon.....	90 "	222,553	45 92	34 46	332,744
Pennsylvania.....	148 "	8,737,929	42 95	35 87	22,569,668
Rhode Island.....	179 "	668,724	83 65	43 73	
South Carolina.....	100 "	448,251	32 81	30 39	
Tennessee.....		977,376	33 03	33 03	
Texas.....	120 "	903,960	63 00	47 00	
Vermont.....	111 "	625,057	45 62	25 65	1,339,864
Virginia.....	118 "	1,006,989	32 74	32 15	682,500
West Virginia.....	85 "	704,768	35 70	29 55	1,540,460
Wisconsin.....	140 "	1,896,085	47 42	32 13	4,321,133
TERRITORIES.					
Arizona.....	180 "		100 00	100 00	8,950
Colorado.....	98 "	199,765	60 00	50 00	337,894
Dakota.....		21,747			16,000
District of Columbia.....	200 "	338,734	113 00	75 00	1,006,807
Idaho.....		21,786			
Montana.....	88 "	55,041	72 83	57 82	
New Mexico.....		24,645			
Utah.....	140 "	183,818	47 00	23 00	438,665
Washington.....					
Wyoming.....	165 "	14,200	85 00	85 00	31,600
Cherokee Nation } Indian	200 "	37,450	225 00	200 00	171,249
Choctaw Nation }		800			
<i>Average.....</i>	130 Days.		58 56	43 79	

HISTORICAL SKETCH OF EDUCATION IN UTAH

BY THE

HON. O. H. RIGGS,

Territorial Superintendent of Common Schools.

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A brief historical sketch of education in Utah, and the efforts of the Territory for its promotion, will doubtless be a subject of interest to many. In it will also be found a complete refutation of the many censorious animadversions in reference to the schools and school system, by those who manifest an entire ignorance of our position and educational status.

Brigham Young, with 143 pioneers, arrived at Salt Lake Valley on the 24th of July, 1847. Soon after the main body of the Mormon people arrived, a Provisional State Government was formed, gentlemen were sent to Washington to represent the new colony, and in 1850 a Territorial Government was granted to them for the Territory of Utah, and President Brigham Young was appointed Governor. Since that time they have prospered beyond their most sanguine expectations; their cities, towns and settlements number about 200, with a population of about 150,000 souls.

On the 28th of February, 1850, about two years and a half subsequent to the settlement of this Territory, the Legislative Assembly of the then Provisional Government passed an act

incorporating the "University of the State of Deseret." This act, among others of the Provisional Government, was ratified by the Legislative Assembly of the Territory of Utah, October 4th, 1851.

According to the charter thus obtained, all authority in respect to property, government and administration was vested in a Chancellor and Board of twelve Regents, elected by the Legislature, who, as provided, were to hold office for the term of one year and until their successors were qualified.

The first meeting of the Board of Regents, presided over by Chancellor Orson Spencer, was held March 13th, 1850. At this meeting three members were appointed as a committee to select, in connection with the Governor, a site for the University building, and also locations for houses for primary schools. From this initiative action of the Board, it may be inferred that its powers were more comprehensive than what seem to be defined in the charter, or even implied in the name University, for it is not customary that universities have jurisdiction over primary schools. Circumstances, however, are sometimes made to interpret the most definite enactments. And as, at this time, no Common School law had been passed by the Legislature, and as the future patronage of the institution would depend in a great measure on the existence of preparatory schools, the Board might very reasonably assume an active interest in their establishment. Moreover, subsequent legislation plainly shows that jurisdiction in some degree over Common Schools was intended to be given to the University; for in an Act of the Legislature of Utah approved October 4th, 1851, the Chancellor and Board of Regents of the University of Deseret were authorized to appoint a superintendent of primary schools, to be under their supervision and discretionary control, and to award him such salary for his services, at the expense of the Territory, as they might deem expedient, *provided*, such salary should not exceed \$1,000 per annum. That the Legislature, when incorporating the University, had mainly in view *a practical institution of learning*, is indicated by one section of the charter, appropriating \$5,000 annually for its support; and it can signify nothing contrary to this idea that this section was subsequently repealed when a sepa-

rate provision had been made for common schools and the patronage of higher education was found to be very limited.

On the second Monday in November following its incorporation, the University was for the first time opened for the reception of students under the name of the "Parent School." Dr. Cyrus Collins was placed in charge, but was succeeded during the same year by Professor Orson Spencer, M. A., and W. W. Phelps. Owing, however, to the immature condition of its finances, as well as the limited patronage it received notwithstanding it had been made a free school institution, the department of instruction was soon discontinued, the "University" continuing for many years in abeyance and having but a nominal existence until November, 1867. The department was then reorganized under the supervision of Mr. D. O. Calder, but was conducted chiefly as a Commercial College until the 8th of March, 1869, when, under the superintendence of Dr. John R. Park, a graduate of the New York University, it received newness of life and was rapidly organized for scientific and classical instruction.

Upon the resignation of Mr. Calder, Dr. Park, having been elected by the Board of Regents to succeed as principal, opened the school with additional courses of study, making in all five, viz: commercial, preparatory, normal, scientific and classical. The patronage, however, during the first year, which amounted to 223 students, male and female, was divided chiefly among the commercial, preparatory and scientific courses, the classical course being too advanced for any preparation found among the students, and the business of teaching not having attained sufficient prominence as a profession, or legitimate calling, to encourage many to make it an object of special training. At this time a preparatory or Model School, as it was then called, was organized with the double purpose of supplying a graded course that might fit pupils for entering any of the more advanced courses of study in the institution, and to afford the means of exhibiting the best methods of teaching, discipline and classification in connection with the Normal Department of the University, the principles taught therein being practically illustrated and an opportunity given to Normal students for observation. This school was divided

into three departments of three grades each—primary, intermediate and academic—and proved to be a valuable adjunct to the University.

The number of pupils was more than doubled the second year, aggregating 546, of whom 307 were males and 239 females. During this year Mr. Karl G. Maeser was added to the Faculty as German professor, O. H. Riggs as professor of Mathematics, and C. L. Bellerive as professor of French. F. D. Benedict, M. D., took the chair of analytical chemistry and metallurgy, and Mr. John Morgan assumed the charge of the Commercial department. During the third year the number of pupils increased to 580, with a slight excess of females.

As principal of the intermediate department and instructor in phonography, Mr. M. H. Hardy deserves special mention for several years of faithful service.

Professor Orson Pratt, M. A., who, a few years ago, published a work on Cubic and Biquadratic Equations, and who has prepared a work on Differential Calculus, and a New System of the Universe, founded upon the principles of a constant Propulsion and Resistance, all the laws pertaining to it being mathematically demonstrated, was Chancellor of the University in 1860 and some time before, and has at different times taught classes in some of the higher mathematics in that institution, and has delivered two courses of University lectures on Astronomy.

In the Fall of 1871 President Park left for Europe, remaining abroad for a year, visiting the principal educational establishments of Great Britain and upon the continent, and familiarizing himself with the methods of instruction there in vogue.

Professor F. M. Bishop took the chair of natural science in January, 1873, and Mr. Joseph L. Rawlins, one of the most accomplished graduates of this institution, was assigned a professorship of the ancient languages and mathematics. Utah's three cadets—Mr. Williard Young, who has recently graduated from West Point Military Academy with the highest honors, Mr. Joseph Toronto, who followed Mr. Rawlins in the professorship of ancient languages and mathematics, and Feramorz Young, another son of ex-Gov. Brigham Young, now

at the Naval Academy at Annapolis—all received their preparatory education at the Deseret University; while other young men, who have matriculated at the older and more thoroughly equipped institutions of the country, have found the faithful course of training here of the greatest advantage, affording to the diligent student the coveted position of an advanced standing abroad.

In the Fall of 1873 the primary and intermediate divisions, being thought no longer necessary for the patronage of the institution, were abandoned, since which time three courses—a preliminary, a scientific and a classical preparatory—have been successfully conducted and encouragingly patronized.

In accordance with the provisions of the charter, a Beneficiary Foundation is connected with the University, youth of both sexes who are unable to bear the cost of tuition being admitted *free of charge*, on application to the President of the Faculty.

A daily record is kept of all the students in such a way as to afford a full exhibit of their habits in regard to attendance and regularity and punctuality in their duties. The government of the institution is mild, yet decided and firm, seeking to maintain harmony and preserve order rather by an inculcation of the principles of morality, honor and self-respect, than by the infliction of punishment.

In the departments, especially of modern languages and chemistry, every effort is made to render these studies as practical and interesting as possible. The Laboratory is well supplied; practical instruction in qualitative and quantitative analysis being given by Professor Bishop. The mathematical, philosophical and chemical apparatus in possession of the University, costing several thousand dollars, is sufficiently complete to illustrate, with a good degree of fullness, the subjects of Natural Science, and a cabinet containing several hundred specimens forms a valuable aid to illustration in this important department.

Literary Societies are organized among the students, for training in oratory, debate, composition and parliamentary usage. The Library which President Park has attached to this institution, and which forms one of its most attractive features,

already comprises some three thousand volumes of standard and miscellaneous works, while the tables of the Reading Room are furnished with the principal popular and scientific journals and periodicals.

The aim of the conductors of the University has been and is to make it an institution suited to the current needs of the community, so that whatever high purposes may be implied in its name, they will only be approximated or reached practically as demand is made for advanced education. While the facilities of the University now exceed any it has heretofore offered, and are fully equal, it is believed, to present requirements, further advancement only awaits the certain growth of encouraging sentiment and the material prosperity of the country.

A department of instruction has been established in connection with the University of Deseret for the purpose of giving special training to such students as may design to teach in the Common Schools of this Territory. The want of competent teachers for our schools has been sorely felt, and the demand for them at present cannot be fully met. Teaching is a profession and needs special preparation for the discharge of its responsible duties. The mind of the child consists of a set of active growing faculties, which must be trained and stimulated to action, which need to have correct habits and refined tastes engrafted upon them. If the student comes in possession of any knowledge, his own senses, his own memory, his own powers of reason, perception, and judgment must be exercised. The function of the teacher is to bring about this exercise of the pupil's faculties, that he may lay hold of, and receive, and make his own, the knowledge offered him. How can the teacher exercise these functions and engraft upon the mind those impressions which shall be for the weal of the student through all coming time, if he does not comprehend the nature of his pupil, the faculties of which his mind is composed and the order of their development? The success of the teacher cannot be hoped for without special qualification for the work, just as the lawyer, the doctor, the artisan is qualified for his work. It becomes, therefore, an imperative necessity to give professional training to our teachers, and to

organize our public schools into a system that shall give them a definite and permanent field for operation, as well as moral and material support.

This essential professional training for teachers is now provided for by the establishment of a Normal Department in connection with the University of Deseret. This department as established, for the first year, depends for its encouragement and support upon the voluntary contributions from each county through its court. The appeal to the county courts throughout the Territory met such favor generally as to justify the provision for a *one year's course* of Normal instruction, which began with the opening of the Academical year of the University—August 23rd, 1875.

Representative students are admitted to this department free of tuition and each one, on entering, is required to present a certificate from the School Superintendent of the county from which he is sent, indicating that he has been chosen by the proper authorities. He is also required to certify, in writing, his intention to teach, at least *one year*, in the common schools in the county to which he belongs, which certificate is sent to the Court of his county. In case he fails to teach for the *one year*, he is required to refund to the County Court the amount paid for his education.

On entering this department students are required to have some knowledge of Grammar, Geography and Arithmetic, Reading, Writing and Spelling, and must be over 16 years of age; should have a fondness for teaching, and some natural tact for imparting instruction.

In Sec. 15 of an Act to establish a Territorial Government for Utah, approved September 9th, 1850, sections of land numbered sixteen and thirty-six in each township in said Territory, are reserved for the purpose of being applied to Schools in said Territory, and in the States and Territories hereafter to be erected out of the same.

In the same year Congress appropriated \$5,000 for the purchase of a library for the use of the Federal and Territorial officers, and other persons or inhabitants of this Territory. In 1869 another memorial was sent to Congress, asking an appro-

priation of \$5,000 more to increase said library, which was not granted.

In a memorial to Congress, approved March 3rd, 1852, the Governor and Legislative Assembly petitioned that honorable body for \$24,000, to be invested by the Legislature in some productive fund, the proceeds of which should be applied by the Legislature of said Territory to the use and support of Schools. This memorial was of no avail.

The Governor and Legislative Assembly, in another memorial, approved March 5th, 1852, asked Congress to provide for the survey of the public lands; and also to extend to this Territory and its inhabitants the same privileges and donations of land to settlers, and for educational purposes, as were extended to the people of the Territory of Oregon, in an act approved September 27th, 1850, thereby granting to the hardy pioneer the simple boon of a home, free of charge, as a partial reward for exposure to the hardships, dangers, difficulties, privations and sufferings which are encountered by the early settlers in such distant wilds and unsubdued territories. This memorial also proved futile.

In a memorial to Congress, approved Jan. 18th, 1854, the Governor and Legislative Assembly asked for an appropriation of \$5,000 to advance the interests of the University. Being unable to avail themselves of the advantages enjoyed by the States and other Territories arising from the lease or sale of certain sections of public land, invariably appropriated for school purposes, from the fact that no land bill had yet been passed for Utah, they felt to urge their claim upon the generosity of that honorable body, with an assurance that they would meet with a response that would be highly advantageous to the Territory. Congress did not make the appropriation.

In Governor Brigham Young's message of December 11th, 1854, he said: "Hitherto the cause of education has been entrusted with the Board of Regents by the Legislature, which probably conceived it had sufficiently discharged its duties by having invested the Regents with full power and authority to act in relation to that subject. But it is a subject of vast importance and involves trusts of too weighty consideration to be neglected for any reasons at present existing. It is a sub-

ject fraught with momentous interest to us and our youth, who are soon to become our representatives upon the earth, and will, if neglected, recoil with bitterness upon our own heads when too late to remedy. As a Territory we have peace, and extensive ability exists with the people to establish and sustain good common schools in every ward and district, not only three or six months in a year, as appears at present most common, but ten or eleven, wherein every child, no matter how poor, may find admittance. Schools for teachers, mathematical schools, and schools wherein the highest branches are taught, should also be kept in successful operation in all the principal towns."

Following this message, an Act relating to Common Schools, was approved December 30th, 1854, in which it was made the duty of the Chancellor and Board of Regents of the University of the State of Deseret, to appoint a Superintendent of Common Schools for the Territory of Utah, whose duty it was to make an annual report of the number and condition of the common schools in the Territory to the Regency on or before the first day of November in each year.

It was the duty of the County Courts to see that their respective counties were divided into suitable school districts, and each district was to choose three trustees, who were to assess and collect a tax upon all taxable property in said district, at such rate per cent. as was decided upon by vote of the district meeting. With the funds collected the trustees were to furnish a suitable building or buildings, with necessary appendages, wherein a school or schools should be taught; keep the same in repair, and supply the fuel required, and make an annual report on or before the 15th of September, to the board of examination in their respective counties of their official doings, together with the amount of funds collected, and how expended up to the first of said month. The Boards of Examination, which were appointed by the County Courts, were to examine teachers, and make a full and complete report of all the schools, the number of scholars, the amount of money collected and expended, and the length of time schools had been kept during the year, to the Superintendent of common schools, on or before the first day of October in each year.

It was enacted by the Governor and Legislative Assembly, January 19th, 1855, that the sum of \$2,500 be appropriated for building an Academy in Salt Lake City. Governor Brigham Young was authorized to select the site, and furnish the plan for said Academy, and appoint an agent to erect said building, and draw upon the Auditor of public accounts for the above amount, as the means were needed to defray the expenses thereof. In consequence of the low condition of finances at that time it was not thought expedient to draw this amount from the treasury, hence the building of the Academy was postponed indefinitely.

An act was approved January 21st, 1859, to provide for the selection and location of a quantity of land equal to two townships, for the establishment of a university. This was in accordance with the third section of an Act of Congress, entitled "an Act to establish the office of Surveyor General of Utah, and to grant lands for schools and university purposes, approved February 21st, 1855." On the 17th of January, 1867, the Governor and Legislative Assembly petitioned Congress to donate to this Territory the lands included in the recorded plots of the several cities, towns and villages of this Territory, to aid in laying the foundation for a common school fund for the benefit of the Territory and future State; said lands to be disposed of under such regulations as the Legislature might provide. This petition, like the previous memorials, proved of no avail.

On the 27th of September, 1868, the Superintendent of common schools for the Territory wrote to Hon. Joseph S. Wilson, commissioner of the Land Office at Washington, asking that gentleman to use his influence to procure for Utah all the advantages accruing through the liberal grants of Government. To this communication the Commissioner replied as follows:

"SIR: In reply to your letter of the 27th ult., I have the honor to state that sections sixteen and thirty-six are reserved for schools in Utah Territory, but title thereto cannot be acquired until further legislation by Congress, making the 'grant in place,' which is not usually done until the community passess from a Territorial condition to a State."

On the 14th of February, 1870, the Governor and Legislative Assembly petitioned Congress that such Legislation might be had, as would place this land in such position as to be made available for the object for which it was intended. This petition was also unsuccessful.

Congress made an appropriation to establish a Territorial library for Utah, but, with that exception, the United States law-making department has not only failed to legislate favorably in response to the many solicitations of Utah for assistance to establish a fund to advance our educational interests, but it has required us to pay full price for the land on which we live, and, without any extraneous aid, to educate our own children, to fight our own battles with the Indians—still we live and are not in debt.

The Territorial Legislative enactment in relation to common schools, approved December, 1854, remained in force until 1865, when a bill was passed, entitled "An Act consolidating and amending the school laws." In 1864 an act was passed authorizing the collection of certain moneys for the maintenance of common schools. In January, 1866, both of these measures were repealed and a new school bill was passed, entitled "An Act providing for the establishment and support of common schools." In February, 1868, the Territorial Legislature passed a bill, entitled "An Act defining the meaning of the term common schools, and in relation to the further duties of County and Territorial Superintendents of common schools." February 20, 1874, "An Act appropriating money for school purposes" was passed. These various enactments constituted the school system of Utah Territory, until repealed on the 18th of February, 1876. The following are its main features —

The Territorial Superintendent of Common Schools was elected for two years by the joint session of the Legislature. He was required to keep a record of the condition of the common schools throughout the Territory, as reported to him by the County Superintendents, and to make his report annually to the Legislative Assembly during the first week of its session. No salary was provided, an appropriation being made for him at each session. He was required to give \$10,000 bonds,

and to furnish all the necessary blank records and forms, to the County Superintendent, Trustees and Teachers, upon which to make their reports; also, to yearly make a *pro rata* distribution of all the school money to the various school districts of the Territory, according to the number of all the children in the districts between the ages of four and sixteen years. He and the County Superintendents together decided upon the text books to be used in schools.

County Superintendents to the number of twenty were elected for two years by the people, and were required to give such bonds as the respective County Courts determined. They had the general supervision of the schools, audited all school accounts, were required to see that School Trustees were diligent in the discharge of their duties, visited the schools at least once a year, and reported yearly to the Territorial Superintendent of Common Schools the number of all the children between four and sixteen years of age in each district in their counties. No salary was provided, appropriation being made for them by the County Courts.

There was a Board of (three) Trustees, in each school district, elected for two years. They were required to provide and keep in repair school houses, and for this purpose they were empowered to assess and collect annually a tax on all taxable property within their district, not exceeding one-fourth of one per cent. If more than this amount was needed to repair or or build school houses or for other purposes, two-thirds of the taxpayers in any school district could increase the sum to any amount not exceeding three per cent. By a similar vote a tax of any sum not exceeding one per cent. per annum could be assessed and collected to pay teachers, and furnish fuel, books, maps, and other suitable articles for school purposes. The Trustees had power to remit taxes, to engage teachers and prescribe the manner in which schools should be conducted, to establish out-houses, play grounds and other appurtenances.

County Boards of Examination consisted of three competent persons appointed by the County Courts. They were to judge of applicants for schools and to grant certificates to competent persons of good moral character. The law implied that

it was necessary for each teacher to hold a certificate, that the district in which he was employed might be entitled to its *pro rata* of public school moneys. Teachers were not required nor authorized to inculcate religious tenets, but they were advised to open their schools by prayer, and to inculcate morality and the fear of God, both by precept and example. The power to divide counties into school districts was given to the County Courts.

Utah improvised and sustained this school system without a dollar or an available acre of land from the general government.

In the school act, approved February 20, 1874, \$15,000 yearly for the next two years was appropriated for the use and benefit of common schools of the Territory. It was made the duty of the trustees of each school district to have a good school kept in their respective districts at least three months in each year; in case they failed to comply with the requirement they were disqualified from drawing their share of the public moneys, and said moneys reverted to the other districts of the county. This appropriation, and the provisions for its distribution, accomplished a great deal of good. Though but a small amount, yet it proved to be a spark from which a flame of interest was kindled that was never before felt in this Territory. County Superintendents were enabled to get a more accurate census of the children of legal school age, and to procure school reports from nearly all the districts in the Territory, which before was almost impossible. A law without a penalty for its violation is worse than powerless; and such was the condition of our school law previous to the passage of this appropriation act. Then, if a district or county made its annual report, well and good; if not, it suffered no loss; but to obtain assistance from the public funds, the appropriation act required that the districts should comply with certain conditions, one of which was that a good school should be kept for at least three months in each year, and the implication of the law that a good school could not be kept, except by a good and legally qualified teacher, aroused the members of that profession throughout the Territory from a degree of lethargy, and planted within them not only a desire to secure

high grade certificates, but to become more efficient in the art of instruction.

The first public enterprise in which the people of the Territory embarked, was to build school houses and provide for the education of their children. These people came here from the eastern, middle, southern and western states, as well as from the old world, and brought with them their ideas of education; and being imbued with its importance, they gave it their earliest possible consideration. As the people increased in numbers, and it became necessary to form new settlements, when a place was decided upon at which a company could locate, they would camp at that place, and while their families were living in wagons, or tents, the first building they erected was a school house, that the children might be improving while houses to live in were being built. As the people were poor, the same buildings were necessarily appropriated for all public meetings as well as for school purposes. In many instances, before these houses were built, classes, in arithmetic, grammar, and other branches, were taught by President George A. Smith and others, around the camp fires; many instructive lessons have thus been given in consequence of their desire for information.

The first school in Davis County was taught in 1848 by Mrs. Hannah Holbrook, in a kind of Indian wickiup, made of canes and willows. This veteran school teacher, who still teaches her little school in the same neighborhood, taught the first ladies' school in Kirtland, Ohio, in 1834.

Elias Smith, the present Probate Judge of Salt Lake County, was the first School Superintendent in the Territory. He was appointed Superintendent of Primary Schools by the Chancellor and Board of Regents under the Act of the Legislature approved October 4th, 1851. But until December, 1854, there was no act in relation to Common Schools, in which a report was required. On the 1st of July, 1856, Mr. William Willes was appointed Superintendent of Common Schools. From that time to the end of August, he visited the northern settlements as far as Brigham City, inspecting the day schools and organizing Polysophical Societies and Sunday Schools.

Most of the schools then were small, with a very meager

supply of every requisite necessary to insure encouraging success. Educational matters generally were not in a systematic shape, arising out of a variety of causes incident to the settlement of a new country; more especially because the people had not recovered from the severe loss they had sustained in being driven from Illinois in 1846. This anomalous condition of the people, added to the difficulties connected with the high rates of freight by ox teams across the plains, produced the lack of means available for any other purposes than those of the most pressing necessity—that of shelter, food and clothing. Notwithstanding these difficulties with which the people were compelled to battle, as well as with cricket invasions, drought, Indian troubles, &c., that were heaped upon them, still they were very desirous of cultivating their minds and affording an education for their children, of which their subsequent course affords ample proof.

In 1857 the Superintendent visited the southern settlements as far as old Fort Harmony. In most of the settlements, he found that log school houses were the rule; these were only chinked, though a few were whitewashed, and mostly furnished with slab seats, some of which had very long legs, doing double duty among the rising and risen generations; and causing many a pair of little legs and feet to dangle in the air. These log school houses soon gave way to the more comfortable adobie buildings, covered with shingles, and furnished with long seats made of plank with backs to them, and long writing desks around the walls. The best fitted up school house in the Territory in 1857, which was materially in advance of the others, was in the 12th Ward of Salt Lake City. It was built of adobie, had six windows and one door. The ceiling and walls were plastered and whitewashed and the woodwork was painted. It was furnished with stationary seats and desks all facing toward the teacher's stand.

In these early times, the best available talent for teachers consisted of a few intelligent men and women who had, in most instances, received a limited amount of schooling in their youth. The men, having other and more profitable employment during fine weather, could only afford to spend three or four months through the winter in teaching school, the females

generally teaching through the summer and fall. From 1860 to 1865, some graduates of colleges and normal schools, professional teachers, combined their efforts, and, by their indefatigable labors in the interests of education, have materially raised the standard of teachers and of the schools throughout the Territory.

With the increase of population and wealth in the Territory, the adobie school houses are gradually giving place to the frame and more substantial brick and rock buildings. Within the past few years many very good school houses have been erected on improved plans, and some are provided with the latest improvements in school furnishings, and in which excellent schools are being taught.

The school law authorizes the districts to tax themselves sufficient to sustain the schools, but the majority of districts do not avail themselves of this portion of the law, but sustain them by tuition fees, averaging about \$3.50 *per capita*, the teacher generally being required to do his own collecting.

In 1862, Hon. Robert L. Campbell was appointed Superintendent of Common Schools, by the Chancellor and Board of Regents of the University of Deseret, and remained in this position until 1866, when he was elected Territorial Superintendent of Common Schools by the joint session of the Legislative Assembly. Mr. Campbell held this office until the time of his demise, which was on the 11th of April, 1874. During his official career, he was required by the school law, to make an annual statistical report to the Legislature, exhibiting the number of children of school age, number enrolled in the school schedules, number of schools, &c. From this table we learn that the school population of 1862 was 7,612, and that of 1875 was 35,696, which shows an increase of 28,084, or an average annual increase of 2,006 for the last fourteen years.

The first Teachers' Association was organized in Salt Lake City in 1860. The prominent members of this association were Profs. Orson Pratt, K. G. Maeser, Dr. H. I. Doremus, William Willes and Robert L. Campbell. These gentlemen, with a few others, had their weekly programme of lectures, essays and black-board lessons.

Since the organization of this Association, Teachers' Insti-

tutes have been organized in several of the Counties, for the mutual benefit of the teachers and trustees. In 1870, a Territorial Teachers' Association was organized, which is still in existence, and holds semi-annual sessions in Salt Lake City. The Territorial Superintendent of District Schools is ex-officio President, Dr. J. R. Park is at present Vice President, Prof. F. M. Bishop Secretary, Prof. K. G. Maeser Treasurer.

The objects of this Association are to secure unity of action on the part of school officers, to secure a uniform system of conducting schools, and for the mutual benefit of all connected with school work throughout the Territory.

The interest in education has gradually increased in the Territory, as the people have become better able to extend educational facilities to their children, until the past two years when the Legislature made an appropriation for the use and benefit of the common schools, the educational interest took a very perceptible leap in advance, which is plainly shown by comparing the statistics of the past two years with those of the preceding.

The people of the Territory very highly appreciated this appropriation act of the Legislature, which, in connection with the greater vigilance on the part of the school officers, has materially elevated the general educational status of the Territory.

The Mission or Church schools in the Territory, are under the control of four church societies. The Catholics have one school, St. Mary's Seminary, located in Salt Lake City. The Episcopalians three, the St. Mark's Seminary, located in Salt Lake City, one in Ogden and one in Logan. The Methodists have six, the Rocky Mountain Seminary in Salt Lake City, a school each at Ogden, Tooele City, Provo, Nephi and Beaver. The Presbyterians three, the Salt Lake Collegiate Institute in Salt Lake City, the Wasatch Academy at Mount Pleasant, and a school at Bingham. There are about 1250 pupils in these thirteen schools, being nearly one-tenth of the number attending the common schools.

Besides these there are many private and select schools established in different parts of the Territory.

Our present school law, which was approved February 18,

1876, a copy of which may be found in this pamphlet, contains many of the leading features of the old laws, with some very valuable improvements. It provides for an annual appropriation for the benefit of schools, and establishes a permanent Normal Department in the University of Deseret, into which forty students annually are to be admitted free of the expense of tuition, books or apparatus, to be educated for the profession of teaching. It also provides for the adoption of a uniform system of text books, their use to be exclusive and mandatory in all the district schools of the Territory.

The passage of this law places the people of Utah on a much better educational footing than ever before. All the old fragments of the law being repealed, we enter upon the Centennial year with a new school law, the provisions of which will doubtless enthuse the public mind with a renewed desire for the further promotion of popular education.

AN ACT,

PROVIDING FOR THE

ESTABLISHMENT AND SUPPORT

OF

DISTRICT SCHOOLS,

AND FOR OTHER PURPOSES.

—:O:—

SEC. 1.—*Be it enacted by the Governor and Legislative Assembly of the Territory of Utah:* That the County Courts shall divide their respective counties into school districts where not already so divided, number the same, prescribe limits, change the boundaries thereof, and may consolidate two or more school districts into one should the public good so require, provided, that where school districts have built school houses by a tax on the whole district, said district shall not be divided until equitable provision has been made for school houses in the new districts to be organized. Settlers on or near county lines of two or more counties may be formed into school districts, by the mutual agreement of the County Courts of such counties.

SEC. 2.—In each school district there shall be three School Trustees, who shall be elected by the qualified voters resident in the district; said Trustees shall qualify by taking and subscribing an oath of office, and give bonds to the County Court of the county in which they reside in such sums and with such

sureties as the Probate Judge thereof may approve, conditioned for the faithful performance of the duties of their offices. Their term of office shall be for two years and until their successors shall be elected and qualified.

SEC. 3.—The Trustees shall provide suitable school houses and keep the same in repair, employ teachers, and furnish fuel, maps, charts, and other suitable articles for school purposes, and may at their option collect tuition fees. They are hereby also empowered to assess and collect, annually, a tax of one-fourth of one per cent. on all taxable property within their districts, for school purposes, and shall have power to remit taxes, to prescribe the manner in which school shall be conducted, to establish out-houses, playgrounds, and other appurtenances.

SEC. 4.—Whenever more than one-fourth of one per cent. per annum shall be necessary to purchase, build, repair or furnish school houses or for other school purposes, an estimate of the approximate cost thereof shall be made by the Trustees, and the rate per cent. may be increased to any sum not exceeding three per cent. per annum, as shall be decided by a two-thirds majority vote of the qualified voters resident in the district, present at a meeting called for that purpose; provided, that except by virtue of the annual tax of one-fourth of one per cent, provided for in section three of this act, the property of non-residents shall not be liable to tax for the payment of teachers.

SEC. 5.—For the calling of a meeting for the election of Trustees, or for voting on the rate per cent. of tax to be assessed, notice shall be given ten days before the time appointed for holding such election or taking such vote, by advertising, at least three times, in some newspaper published in the county and having a general circulation therein, if there be such paper published in the county, and by posting up notices in three public places in the district; said advertisement or notice shall state distinctly the time, place and object of said meeting, said notice shall be given by at least five permanent residents of the district, but if the district be organized, then said notice shall be given by the Trustees. At such

meeting trustees may be elected, or a tax levied *viva voce*, or by ballot, as the meeting may determine.

SEC. 6.—The Trustees shall have power to appoint a clerk, an assessor, collector and treasurer, and prescribe their qualifications.

SEC. 7.—The assessor shall, within such time as the trustees may direct, make an assessment of all the taxable property in his district, and report the same to the trustees, and when appealed to, the trustees shall have power to examine said assessment, and, if necessary, correct the same; and their decision shall be final.

SEC. 8.—The collector shall pay all moneys or property received on taxes to the trustees or to the treasurer, as the trustees may direct; and whenever taxes shall have been assessed in accordance with this act, and the tax payers shall have been duly notified of the amount due, a majority of the trustees or the collector shall have power to commence suits at law in any court having jurisdiction, against any tax-payer who shall neglect or refuse to pay said tax; and upon any judgment so recovered no real or personal property shall be exempt from execution to make the amount of such taxes and costs, and any conveyance of such property made by the trustees shall be valid.

SEC. 9.—The Trustees shall visit, officially, each school in their respective districts, at least once during each term; and, on or before the second Monday in October, in each year, take a census of the children, between the ages of six and sixteen years, residing in their districts; and within ten days thereafter, shall make a report to the County Superintendent hereinafter provided for, stating the condition of the school or schools under their supervision, and particularly the items contained in the following form:

SCHOOL TRUSTEES.

Annual Report of School District No..., in the Co. of....., U.T., ending....., 18..., ...Trustees

No. of district.	No. of schools.	Grade of schools.	Branches taught.	No. of male teachers.	No. of female teachers.	No. of male children in district between the ages of six and sixteen years.	No. of female children in the district between the ages of six and sixteen years.	No. of male scholars enrolled.	No. of female scholars enrolled.	Avarage daily attendance.	Amount paid to teachers.	To males.	To females.	No. of days schools have been taught during the year.	No. of school libraries.	No. of volumes in each.	Present condition of school buildings, etc.	Amount of building funds raised.	Amount of taxes appropriated to the use of schools.	Value of school property.	REMARKS.

Trustees failing to so report shall be liable to prosecution on their bonds for neglect of duty ; said suit to be prosecuted by the County Superintendent, and any amount so recovered shall revert to the benefit of the district.

SEC. 10.—All schools organized under the direction of the Trustees in the respective school districts of this Territory, shall be known, in law, by the name and title of District Schools, and shall be entitled to a just and equitable appor-tionment of any public school fund, arising from the General Government or by legislative enactment of the Territory.

SEC. 11.—The County Court of each county shall appoint, in their respective counties, where not already done, a Board of Examination, to consist of three competent persons, who shall judge of the qualifications of school teachers applying for schools ; and all applicants of a good moral character, con-

sidered competent, shall receive a suitable certificate, signed by the Board, without which no person shall be eligible to employment, as teacher, by the Trustees.

SEC. 12.—Teachers of schools shall furnish their respective Trustees with a quarterly report of their schools, in the following form:

SCHOOL TEACHER'S.

Quarterly Report of School No..., District No..., Co. of, U.T., ending ..., 18..., ...Teacher.

NUMBER OF PUPILS.	Ages from to	No. of males.	No. of females.	Average daily attendance.	BRANCHES TAUGHT.										School books used.	REMARKS.
					Alphabet.	Spelling.	Reading.	Writing.	Geography.	Grammar.	Arithmetic.	Book-keeping.	History.	Music.			Drawing.

SEC. 13.—A majority of the Trustees shall have power to transact business; and in case of a vacancy in any school district, by death, resignation, or otherwise, the remaining Trustees shall immediately call an election to fill such vacancy.

SEC. 14.—At the general election for the year one thousand eight hundred and seventy-seven, and biennially thereafter, a Territorial Superintendent of District Schools shall be elected, whose term of office shall be for two years, and until his successor shall be elected and qualified; and before entering upon the duties of his office, he shall qualify by taking and subscribing an oath, and giving bonds with approved sureties to the people of the Territory of Utah in the penal sum of ten thousand dollars, conditioned for the faithful performance of the duties of his office, said oath, bond, and securities to

be approved and filed with the Auditor of Public Accounts. At the same general election, and biennially thereafter, there shall also be elected for each county in the Territory, a Superintendent of District Schools, whose term of office shall be for two years, and until his successor shall be elected and qualified; and before entering upon the duties of his office he shall qualify by taking and subscribing an oath of office, and giving bonds, with approved securities, in such sum as shall be prescribed by the Probate Judge of the county, which oath and bond shall be filed with the Clerk of the County Court.

SEC. 15.—The Territorial Superintendent shall keep a record of the condition of district schools throughout the Territory, shall furnish each County Superintendent with a record headed according to form for Trustees' reports, and also blank forms of said reports, together with blank forms of school teachers' reports, as contemplated in this Act; and he shall cause to be printed such a number of the forms described in this Act, as shall be necessary for distribution to the Trustees and teachers throughout the Territory, and distribute the same.

SEC. 16.—The Territorial and County Superintendents and the President of the faculty of the University of Deseret, or a majority of them, shall, at a Convention called by the Territorial Superintendent of District Schools, for that purpose, decide what text books shall be adopted in the schools, and their use shall be exclusive and mandatory in all the district schools of the Territory: provided that no text-book so adopted shall be changed within a period of five years from its adoption, except for sufficient cause. The County Superintendents, with the Trustees in their respective districts, shall regulate the school terms, allowing such holidays and vacations as may be advisable.

SEC. 17.—The County Superintendent shall take the general supervision of the schools in his county, and visit them at least twice in each year, examine and audit the Trustees' books, and see that the Trustees are diligent in the discharge of their duties. He shall keep a correct account with the County Treasurer and with the Trustees of school districts, of all funds received and disbursed for school purposes in the

county ; shall audit all school accounts against the County Treasurer, and draw his warrant in favor of the several school districts for the payment thereof. He shall transmit to the Territorial Superintendent of District Schools, on or before the first Monday in November annually, a full and complete financial statement of all funds received in his county, including amount of taxes collected by the Trustees in each district, voluntary contributions, and amounts arising from the General Government, or by Legislative enactment of the Territory of Utah, or from any other source whatever ; and amounts disbursed for buildings, furniture, and all school appurtenances, the actual tuition fees, together with a statistical statement in the following form:

COUNTY SUPERINTENDENTS.

Annual Report for Co., ending first Monday in Nov., 18....., ...County Supt.

Names of Districts.	No. of districts in County.	No. of districts reported.	No. of Schools.	No. of Male teachers.	No. of Female teachers.	No. of Boys in County between the ages of six and sixteen years.	No. of Girls in County between the ages of six and sixteen years.	Total between six and sixteen.	No. of Male scholars enrolled.	No. of Female scholars enrolled.	Total enrolled.	Per centage of names enrolled.	Average daily attendance.	Per centage of school population actually attending school.	Amount paid to Male teachers.	Amount paid to Female teachers.	Total paid to teachers.	No. of days schools have been taught during the year.	Present condition of school buildings.	Amount of building funds raised.	Amount of taxes appropriated to the use of schools.	Real value of school property.	REMARKS.

SEC. 18.—The County Superintendents of District Schools are hereby authorized and required to proceed against all

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delinquent district pound keepers, or other parties, who have failed or shall fail to pay the school funds due, or which may hereafter become due, arising from the sales of estrays or from other sources, and shall pay all amounts thus collected into the County Treasury, quarterly.

SEC. 19.—The annual school tax levied upon any railroad company in this Territory, shall be reported to the County Collectors in the respective counties, and be by them collected at the same time, and in the same manner as prescribed for the collection of Territorial and County taxes, and the amount thereof shall be paid into the County Treasury, to be drawn by the Trustees, according to the school population of the several districts, upon the order of the County Superintendent: provided such collectors shall receive for their services at the rate of three dollars per day for the time spent in collecting said tax.

SEC. 20.—That the sum of twenty-five thousand dollars annually is hereby appropriated for the use of schools in this Territory; twenty thousand annually of which shall be for the use of district schools to be drawn on the orders of the Territorial Superintendent of District Schools in favor of the Treasurer of each county, according to the school population thereof, and shall be paid to the Trustees, by the County Treasurer, on the orders of the County Superintendent, as provided in the preceding section; and said moneys shall be used by the Trustees in paying school teachers, according to the average daily attendance of pupils; Five thousand dollars annually to the University of Deseret, to be drawn by and expended under the direction of the Chancellor and Board of Regents: *provided*, that forty pupils annually shall be instructed free of charge, for tuition, books, or apparatus, for one year in the Normal Department of said University. Said pupils shall be selected by the Territorial Superintendent of District Schools from persons nominated by the County Superintendents of the several counties, according to the district school population thereof, and his certificate shall entitle the holder to all the benefits of this provision. The character of the studies pursued by said pupils shall be such as may from time to time be advised by the Territorial

Superintendent of District Schools. Each pupil so educated shall sign an obligation, to the Territorial Superintendent of district schools, conditioned that for each year's free tuition so received he or she will serve one year as a district school teacher, if required so to do by their respective County Superintendents.

SEC. 21.—The County and District apportionment contemplated in the preceding section shall be made by the Territorial Superintendent of district schools, based upon the annual reports of County Superintendents during the first week in December in each year, according to the number of all the children in the districts between the ages of six and sixteen years, and forward a certificate to each County Superintendent, setting forth the amount allotted to each county, and a copy of such certificate to the Territorial Auditor, whose duty it shall be to issue a warrant to each County Treasurer, on application therefor, setting forth the amount allotted to his county.

SEC. 22.—Nothing in this act shall be so construed as to interfere with any assessment heretofore made or contract entered into by the parties under the former law, or suits pending that have originated under any former act of this Legislature. Nor to appropriate any part of the school funds to any private, select, or high school, or any boarding school, or academy, or any school whatsoever not under the immediate control and direction of the school district trustees, except as provided in section 20. Nor to prevent the present Territorial and County Superintendents of Common Schools, from continuing in office until superseded by election as herein provided for.

SEC. 23.—After the passage of this Act all the school property acquired, both personal and real, of any school district shall be the property of such district for school purposes; and prior to the erection or construction of any school buildings on any lot or parcel of land (except on public domain) the school Trustees shall first obtain from the owner of such lot or parcel of land a deed, in fee simple, by purchase or otherwise, the deed to run from the grantor to the school Trustees of said school district, and their successors in office,

as grantees, and shall record said deed in the proper office for recording deeds in that county.

SEC. 24.—An act entitled “An Act providing for the establishment and support of Common Schools,” approved Jan. 19, 1866; and an act entitled “An Act defining the meaning of the term Common Schools; and in relation to the further duties of County and Territorial Superintendents of Common Schools,” approved February 21, 1868; and an act entitled “An Act further defining the duties of County and school district Collectors,” approved February 16, 1872; and an act entitled “An Act appropriating money for school purposes,” approved February 20, 1874, be and the same are hereby repealed.

Approved February 18, 1876.

